

Content II-2

Activities

Community

Name Bingo

Standard II:

Students will develop a sense of self in relation to families and community.

Objective 2:

Identify important aspects of community and culture that strengthen relationships.

Intended Learning Outcomes:

2. Develop social skills and ethical responsibility.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

Content Connections:

Language Arts I-1; Develop language through listening and speaking
Language Arts II-1; Develop print awareness

Content
Standard
II

Objective
2

Connections

Background Information

The first few days of school are crucial for setting the tone and climate in a classroom.

Playing name bingo focuses on the importance of a child's name, and builds community in the classroom. Building community in the classroom is crucial during first days of school in order to provide a class atmosphere where children feel welcome. This is a great way to meet new people and discover new things, it also lays an early foundation for a community to grow in the classroom, which is vital for success throughout the school year.

In this activity the students will listen to a story that focuses on children's names and going to school and discuss the importance of a name. This is a get-to-know-you activity that gives every student a chance to be in the spotlight as they play the Name Bingo Game. The children will need to know how to play the traditional bingo game. In this twist of the traditional bingo game, after each name is chosen, the student responds by answering one of several given questions designed to help students learn more about one another. The excitement builds as each student awaits the call of his or her name.

Research Basis

Clay, M., (1991). *Becoming Literate: The Construction of Inner Control*, Heinemann, a division of Reed Publishing (USA) inc. Portsmouth, NH. Retrieved Dec. 2007 from <http://www.readwritethink.org/lessons>

Marie Clay states, "Children will use their knowledge of letters in family names or classmates' names at later stages as part of their analysis of new words."

This classroom activity focuses on the beginning of that process of analysis. Clay explains the reason that such activities engage learners. She goes on to state: “A child’s name has singular importance as he embarks on learning about literacy, both for the child’s management of his own learning about print and for the observant teacher trying to understand his pattern of progress... It enhances his security and his self-image, giving him a feeling of importance... The use of the children’s names in a class activity is a useful way of developing letter knowledge.”

Fisher, B., (1995). *Thinking and Learning Together: Curriculum and Community in a Primary Classroom*. Portsmouth, NH: Heinemann. Retrieved Dec. 2007 from <http://www.readwritethink.org/lessons>,

Bobbi Fisher notes, “Community is the entire orchestra playing in harmony, with each musician contributing his or her best to the piece. Just as the conductor is responsible for the quality of the music, we as teachers are responsible for the quality of community that develops in our classrooms. What we expect, model, and create becomes the reality. Children will rise to our expectations of the kinds of caring and learning that should go on.”

Invitation to Learn

Weave a web filled with fun when you involve youngsters in this Name Web game. To begin have students sit in a circle. Hold the end of a ball of yarn and say, “My name is (Your name).” Toss the ball of yarn to a child across the circle. Instruct her to state her name. Then, have her hold the length of the loose yarn with one hand while tossing the ball of yarn to another child across the circle. Encourage students to repeat this process until every child has had the opportunity to say her or his name and to participate in weaving the web. If you feel your students are ready, you can challenge youngsters to repeat the process in reverse to roll the yarn back into a ball.

Materials

- ☐ School Bingo Cards
- ☐ Picture Cards
- ☐ Bingo markers
- ☐ Name bingo card I & II
- ☐ Baggies
- ☐ Class names
- ☐ Class list
- ☐ Markers
- ☐ Crayons
- ☐ Stickers



Instructional Procedures

Part One

Play school bingo. This is an activity that teaches children how to play the traditional Bingo game. The Bingo game uses pictures of materials the children will be using or pictures of things pertaining to school. For example: A school house, a pencil, box of crayons, glue, a playground, table and chairs, an apple, a school bell, etc., As you play the game you hold up a large

picture that matches the pictures on their cards, and they put a marker on their card.

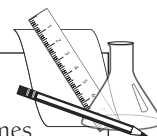
1. Pass out *School Bingo Cards*.
2. Give each child some kind of marker for the game.
3. Hold up large *Picture Cards*, talking about each one as you hold it up. For example, if you hold up the crayons, you would show them the crayon box that each of them will be receiving to keep in their cubbies.
4. The students will put their marker on the bingo card that matches the picture card.
5. All the cards are the same because everyone will have blackout at the same time. The purpose of the game is not to have a winner but to learn how to play the game, and to be introduced to classroom items.
6. Gather the *School Bingo Cards*.
7. Pass out the blank *Name Bingo Cards*, and explain to the class that they are going to help make class name bingo cards.
8. Pass out a baggy with each child's name that was cut from a name grid.
9. Have the children place each name in a box of their choice on their bingo cards. Please note that names must be put in the boxes randomly to prevent multiple bingos.
10. Allow the students to individualize their cards by decorating them with markers, crayons, stickers, or other classroom materials.
11. Collect bingo cards so that the game can be played during the next session. (Before the next session all the cards will be laminated to be used as a class set throughout the school year)

Part Two

1. Introduce the book to the class and read it aloud. For example, the book *Chrysanthemum* could be used. Have a class discussion of the story.
2. Sing a name song. Give each child the opportunity to state his/her name. Several name songs and games follow this activity.
3. Hand out bingo cards randomly to students. It doesn't matter what card they get, because they decorated them the first

Materials

- ☐ Book about names
- ☐ *Name Songs*
- ☐ *Name Games*
- ☐ Chart paper
- ☐ Name cards



session to help make a classroom set. Give a brief review of how the game is played.

4. Hand out plenty of markers for each student.
5. Invite the students to brainstorm 5 or 6 personal questions designed to get to know one another and list them on the chart paper (for instance, what is your favorite color? What is your favorite book? Do you have any pets?)
6. Begin the game by randomly calling a student's name and holding up the large name card with the name on it.
7. Students respond by placing their markers on the called name.
8. The student whose name was called stands and responds by answering one of the questions on the chart paper.
9. Continue to play until someone yells, "Friends."
10. The Name Bingo twist is to reward the student who calls bingo by giving them the opportunity to think of another question to be written on the chart paper.
11. You can have several Bingos or play for black-out.

Materials

- ☐ Die
- ☐ Game markers
- ☐ Gathering Letters Game Board
- ☐ Markers



Optional Center Name game board/"Gathering Letters"

1. Give each twosome one die, two game markers, and one copy of the game board and a dry erase marker.
2. Each player writes his name with a dry erase marker on the graph that is part of the game board, writing one letter per box.
3. Players place their game marker on the starred game board space.
4. Player 1 rolls the die and advances his marker the corresponding number of spaces.
5. If the letter he lands on is in either his partner's name or his own name, he circles the corresponding box on the graph paper.
6. If the letter is not in either name his turn is over. Player 2 takes a turn in the same manner.
7. Alternate play continues until both names are completely colored.

Assessment Suggestions

- Did the students actively listen to the book?
- Did the students actively participate in the discussion of the story?

- Were the students able to randomly put the labels on their bingo cards?
- Did the students listen to and follow directions when filling in and decorating the bingo cards?
- Can the students match the names being held up to the names on their labels?
- Did the students actively participate in answering the questions during the game and/or creating new questions to add to the list?
- Did the students actively listen to the responses of others during the game?

Curriculum Extensions/Adaptations/ Integration

- If you find that this activity is too hard for some children, you could have the students work in pairs.
- Later in the year the bingo cards could be used again, but this time the names are only read and the children have to find the names themselves.
- If this was done later in the year, you could hold up names and have the children write the names in their boxes.
- Have the students do a journal page following the activity. They could write their name and then draw something about themselves. For example, they could draw a soccer ball because they like to play soccer.
- Instead of a journal page, you could do the same activity but make a class book.
- Research the meaning of the names in the class. Have the students create a page in their journal where they write their name and draw a picture telling the meaning of their name. Example: Hellstern means bright star; I could draw a picture of a star along side my name.
- The *Name Game* could be put in a learning center and the students could work cooperatively in small groups to play.
- The bingo cards could be used later in the year as a phonics game (for example putting markers on beginning sounds, ending sounds, names that rhyme, etc).
- Have the students write their name with markers making colored patterns out of the letters.

- Have the students draw a picture or write a word that starts with each letter in their name.
- Have the students draw a picture of themselves and then use a descriptive word that begins with their name (example: Silly Sally, Beautiful Bailey, Happy Heather, etc).
- If you had pictures available to duplicate, you could copy the pictures and give a copy of everyone's picture to each child in a bag. You could use the pictures to put on the cards instead of names.
- Have the students sit in a circle and play the "Who Are You Game". Select one student to skip around the outside of the circle as the student and his classmates help sing the following song, completing each line with his name:

(Sung to the tune of "Skip to my Lou")

My name is (Child's Name), Who are you?

My name is (Child's Name), Who are you?

My name is (Child's name), Who are you?

I'd like to know your name, too!

On the last line the child stops and gently taps a classmate on the head. That child will exchange places with the first child then skip around the circle singing the song again. Continue the game until every child has had the opportunity to circle around the group and sing the song.

- A Focus on Favorites – On a designated day, have each youngster wear is favorite color of clothing to school. Take a photo of each child. Then mount each photo as desired on separate sheet of paper programmed as shown. Help each youngster write his name in the first blank and the appropriate color word in the second blank. (_____ likes _____) Put the students completed papers in a class journal. Title the book "Colors We Like".
- Play a "Getting to know you game", to help the students build their classroom community. Sample games are listed.

Family Connections

- The students could be asked to find out why their parents chose their name. For example, were they named after someone, was the name found in a name book, were they named for a character in a movie or book, etc. Write the special story of

how they got their name and then bring back the information to share it with the class.

- Share a web site and invite families to learn more about the popularity of their names. The site includes names rising in popularity, those being used less, most frequent boys' and girls' names by year and state, etc. The web site is <http://babynamer.com/>.

Additional Resources

Books

Thinking and Learning Together: Curriculum and Community in a Primary Classroom, by Bobbi Fisher; ISBN 0435088440

Becoming Literate: The Construction of Inner Control, by Marie Clay; ISBN 0435085743

Chrysanthemum, by Kevin Henkes; ISBN 13:978-0688-14732-7

If You Take a Mouse to School, by Laura Numeroff; ISBN 0-06-028328-9

Ashok By Any Other Name, by Sandra S. Yamate; ISBN 1-879965-01-1

The Name Jar, by Yangsook Choi; ISBN 0-440-41799-6

My Name is Yoon, by Helen Recorvits; ISBN 13:978-0374-35114-4

Articles

The Mailbox, the Education Center, Inc.; ISBN 1-56234-161-8

Back-To-School Book, Preschool/Kindergarten, the Education Center, Inc. ISBN 1-56234-161-8

The Mailbox, the Education Center Inc.; Aug. /Sept. 2006

Web sites

<http://www.specificurl.com>

<http://babynamer.com/>

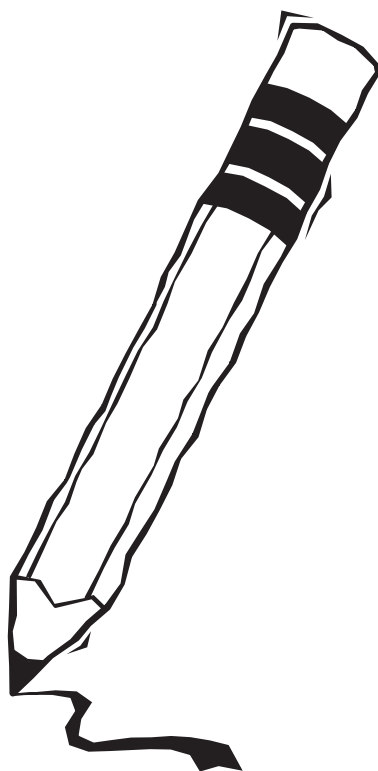
<http://www.hamrick.com/names/index.html>

<http://www.ssa.gov/OACT/babynames/index.html>

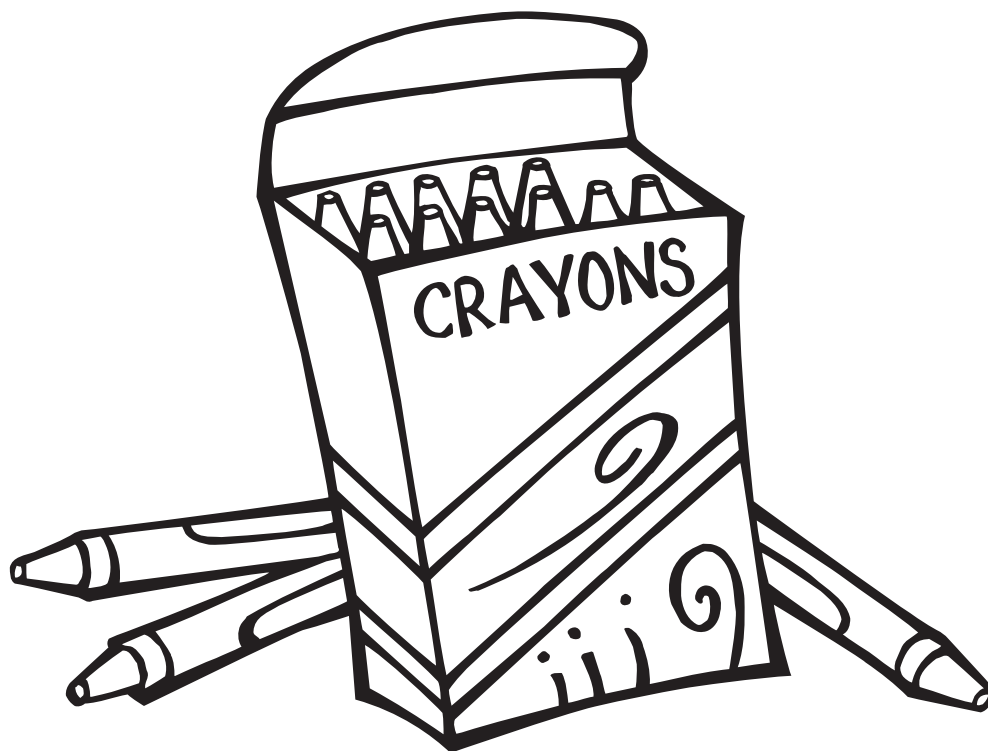
School Bingo Cards



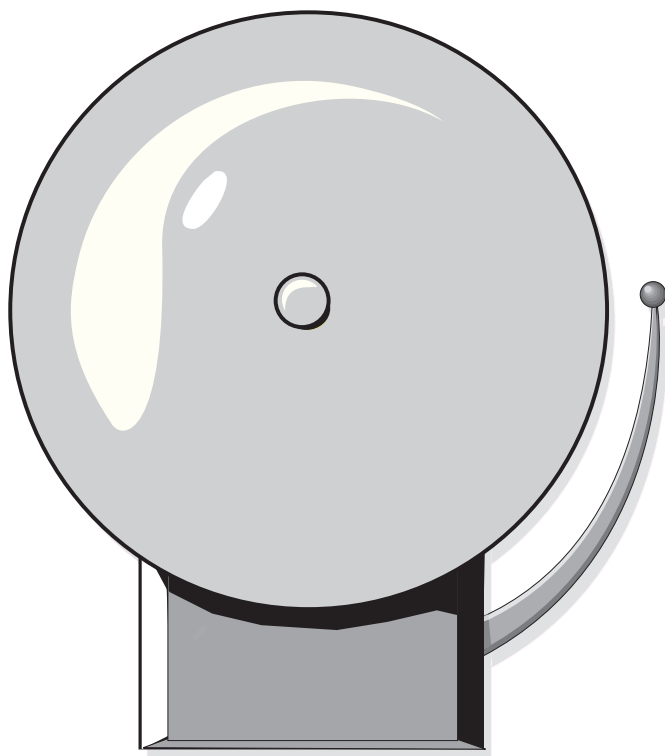
Picture Cards



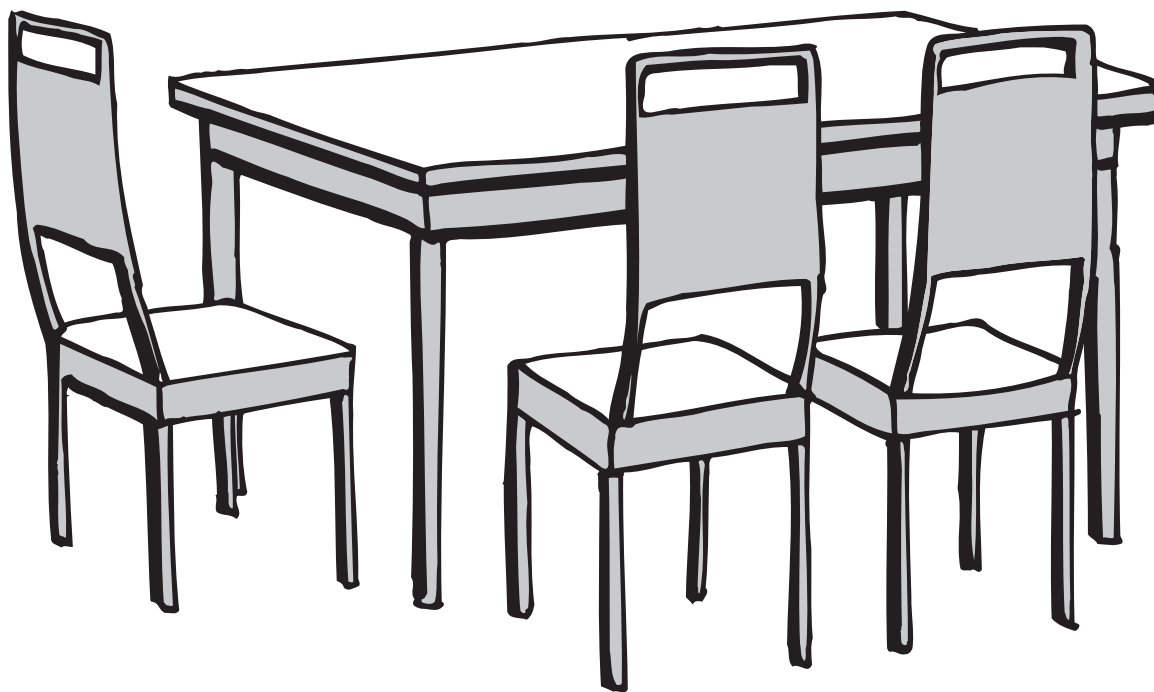
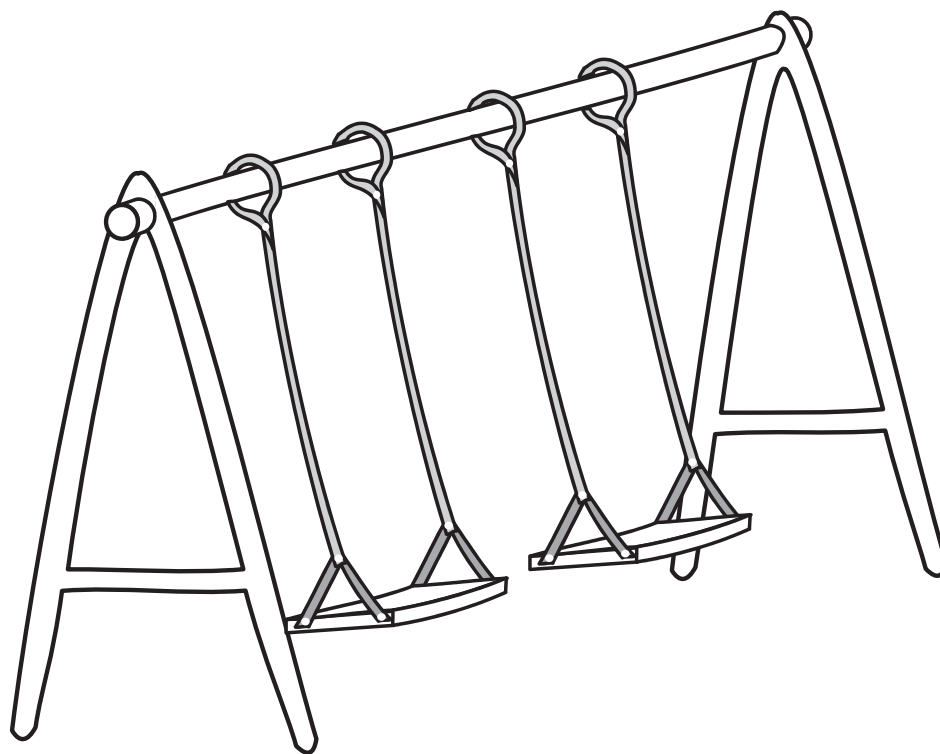
Picture Cards



Picture Cards



Picture Cards



Picture Cards



Name Bingo Card

Name Songs

Who's here at School Today?

(Sung to the tune of "Mary Had a Little Lamb")
 (Child's Name) came to school today,
 School today, school today.
 (Child's Name) came to school today,
 To draw and learn and play!

Let's Say Hello

(Sung to the tune of "Go In and Out the Window")
 Let's say hello to (Child's Name).
 Let's say hello to (Child's Name).
 Let's say hello to (Child's Name).
 We're glad you're here today!

Where is . . . ?

(Sung to the tune of "Are You Sleeping")

Teacher: Where is (Child's Name)?
 Where is (Child's Name)?

Child: Here I am.
 Here I am.

All: How are you today sir? (Or maam)

Child: Very well I thank you.

All: Ding, Dong, Ding!
 Ding, Dong, Ding!

Apple Name Song

(Sung to "Mary Had a Little Lamb")

One little apple round and red
 Fell kerplunk on someone's head
 One little apple round and red
 Fell on _____ head.

Everybody has a Name

(Sung to "Mary Had a Little Lamb")

Everybody has a name,
 Has a name, has a name.
 Some are different, some the same,
 Tell me what is yours!
 Mayita Dinos

If You're Name Is

(Sung to "If You're Happy and You Know it")

If your name is _____, stand up now.

If your name is _____, turn around.

If your name is _____, touch your knees
 and then your toes.

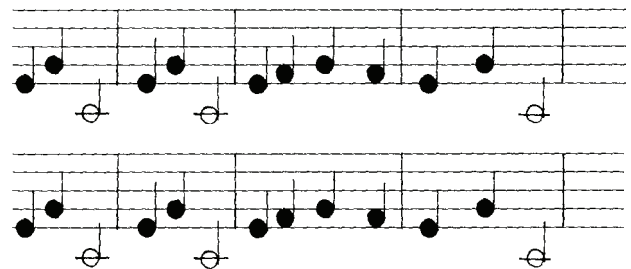
If your name is _____, sit on down.

*Sing the song using the names of the students
 in the class. You can also substitute different
 actions after each name.

HELLO, HELLO

Teacher: Hello, Hello, Hello
 And how are you?

Child: I'm fine, I'm fine
 And I hope that you are too.



Name Games

GROUP JUGGLE

Ask your students to form a circle. A soft ball is passed around the circle with each person making eye contact with and saying the names of the people next to them while handing him/her the ball. Students are told to make sure they remember the people who are standing on both sides of them. Then, the students all switch places. The ball is now tossed underhand from person to person, keeping the original order of the circle which has not been mixed up. Once the group can complete the pattern comfortably, a second ball is tossed in after the first ball is halfway through the pattern. The object is to not drop the balls or get confused with more than one ball being through at a time. More and more balls can be added. As the group gets better, consider adding in some different throwables. Rubber chickens work well, as do fleece balls.

INSTANT REPLAY

Have children form a large circle. One person starts by moving a few steps into the center and announcing his name while performing whatever movements and gestures he chooses. For instance, one might skip into the center and perform a ground sweeping wave of the hand, proclaiming to all, “Andy,” and then skips back to his place in the circle. That is the signal for everyone else to do exactly as he did, in unison, mimicking him in both deed and word as closely as possible. Repeat the procedure until all players have had a chance to introduce themselves.

An additional variation: Have a player move into the center and announce a word that describes himself (funny, smart, fast, etc.).

YOU'RE IN THE SPOTLIGHT

Have the group form a circle, sitting down, with one player in the middle holding a flashlight. Make the room as dark as possible by closing curtains and turning out the lights. The person in the middle puts the flashlight on the floor and gives it a spin. The person who is in the spotlight when the flashlight comes to stop must introduce himself and tells the others one thing about himself. That person then goes to the middle and becomes the next spinner. Toward the end of the game, player's may simply point the light at someone that hasn't been introduced.

A Bearriffic Home Adventure

Content Standard II

Objective 2

Connections

Standard II:

Students will develop a sense of self in relation to families and community.

Objective 2:

Identify important aspects of community and culture that strengthen relationships.

Intended Learning Outcomes:

1. Develop; social skills and ethical responsibility.
2. Demonstrate responsible emotional and cognitive behaviors.
3. Communicate clearly in oral, artistic, written, and nonverbal form.

Content Connections:

Content, I-3; Communicate ideas, information, and feelings
Language Arts, I-1; Listening and speaking

Background Information

Students take turns taking home a suitcase (or a container with a handle) that includes a teddy bear, a letter to the parents, a plain piece of paper, crayons, and a journal to complete as a family. The students then return the bag the following day and share their entries with the class. After every student has taken the suitcase home, the journal is bound into a book for the classroom library. The goal to get parents involved with their child's school and to help the children learn how to keep a journal.

Research Basis

Carr, M., (1999) *Homework*, Educational Consultant, for the LDAT Conference, November, 1999, p. 1 of 4. Retrieved Dec. 2007 from <http://ourworld.compuserve.com/homepages/LDAT/homework.html>

Teachers play a vital role in the selection, assignment, and use of homework. Research indicates that where homework assignments are meaningful and relevant, student achievement increases. Teachers will maximize the effectiveness of homework if they will assign activities which are relevant to the child outside of the classroom. Assign homework that enriches, reinforces, or supplements classroom instruction.

New, R. S., (2005). *An Integrated Early Childhood Curriculum*, KITS (Kansas inservice training system) Summer Institute Presenter, Fall 2005, Volume 14, Issue 4 Newsletter. Retrieved Dec. 2008 from <http://www.KSKits.org/publications/NewsletterPDF/fall05.pdf>

When children's learning in school is linked to their lives outside the classroom, their interests are multiplied and they often seek additional opportunities to pursue related activities. Curriculum must

thus embrace the classroom environment as a place in which children can find traces of their past experiences as well as their current interests, plans, and activities, emphasizing the need for connections and continuity among the children, their activities, and their multiple (home and school) contexts of their learning and development.

Providing high-quality inclusive and heterogeneous classrooms provides the opportunity for children to learn from one another. Children have an opportunity to learn from and with others. They learn to accept and support one another, recognizing that everyone has something to give and receive preferred value in a democratic society.

Invitation to Learn

Read aloud *If You Take a Mouse to School*, by Laura Numeroff. Then show students a small stuffed animal. I choose a teddy bear because it is our school mascot. You could use your school mascot or have your class choose an animal. Ask them to imagine what it would be like if the teddy bear was taken to different parts of the school. Who might they meet?

In advance, the teddy bear will have visited each school worker with whom the students need to become familiar with - such as the principal, secretary, librarian, etc. Pictures were taken with the bear and the school worker. These pictures will be shown to the class. As each one is shown, the worker is introduced to the class (or is reviewed, depending on the time of the year the activity starts), telling the class the name of the worker and what he or she does for the school. Put the pictures on the dry erase board with magnets. Pass out pictures of equipment or the actual tools these school workers would use in their work. The students will take turns coming up and putting the correct picture by the correct school worker. Examples of school workers and equipment: Custodian-broom, Cook—mixing spoon, Librarian—book, secretary—telephone, Principal-large chair, Computer specialist—Computers.

The students will proudly share information about their school when they sing a song about important school workers, “I Know About My school”.

Later, mount each photograph on a separate sheet of paper and add a student-generated caption. Then bind the papers between two covers to make a class book, labeling it, *If you take a Bear to Sunrise Elementary . . . ?* (Using the name of your school).

Teach your students this song replacing the bold face word in the first verse with your school name. During the second verse, hold up a

Materials

- ☐ *If you take a Mouse to School*
- ☐ Stuffed animal
- ☐ Pictures of school workers
- ☐ Construction paper
- ☐ White paper
- ☐ Spiral binding
- ☐ School personal equipment



picture and name the school worker and her title in place of the bold face words. Repeat the second verse for each picture, filling in the corresponding information.

SONG: "I KNOW ABOUT MY SCHOOL"

(Sung to the tune "Skip To My Lou")

I go to class at **Sunrise** School.

I go to class at **Sunrise** School.

I go to class at **Sunrise** School.

I know about my new school!

Mrs. Toolson is the principal at my school.

Mrs. Toolson is the principal at my school.

Mrs. Toolson is the principal at my school.

I know about my new school!

Instructional Procedures

Materials

- ☐ *I Know About My School*
- ☐ Clothes for the bear
- ☐ Notebook
- ☐ Suitcase
- ☐ Plain paper
- ☐ Sheet protector
- ☐ Crayons
- ☐ Imagination!
- ☐ Parent letter



1. Fill the suitcase with all the items: A notebook, plain paper in a plastic sheet protector, teddy bear, clothes for the bear, crayons, and a letter to the parents.
2. Explain to the kids that this is the class bear and he will go home with each child for 2 days and be their buddy. Their responsibility is to make sure he is safe and has a nice time.
3. After their two days are done it is also their responsibility to work with Mom and Dad to write in the notebook all the things that the bear did while he stayed with them.
4. They are also to make a picture of their favorite thing they did with the bear and write a small sentence at the bottom of the picture.
5. All these things are then to be put back in the suitcase and brought back to school.
6. During the year all the pictures can be put together and laminated to make a book of all the things the bear did. The book can be added too on a weekly basis.
7. The journal should be kept and read each time a student adds to it.

Assessment Suggestions

- The students were able to identify the school family and explain what parts they play for the school.
- The students showed responsibility as they took the bear home, kept it safe, and brought it back at the appropriate time.
- The students were able to express themselves through drawings and journal writing as they shared the bear's adventure.
- The students were able to express themselves verbally as they reported the bear visit to the class.

Curriculum Extensions/Adaptations/Integration

- Terrific Teddy (With this torn-paper technique, no two bears are alike!)

Steps:

1. Tear the edges of the 6" x 9" rectangle (body), 5" square (head), and the two long rectangles (arms).
 2. Glue the head and arms to the body.
 3. Tear the edges of the four 3" x 4" rectangles. Glue them to the project to resemble legs and feet.
 4. Tear two ear shapes from construction paper scraps. Glue them in place.
 5. Draw a face and add marker details to the paws and ears.
 6. Cut a bow tie from construction paper and add desired marker details. Glue the bow tie to the bear.
- At the beginning of each kindergarten year, the students could vote on the mascot they would like to have for their class. Then the mascot could be purchased and used as the animal sent home in the suit case.
 - Choose a class mascot; let him visit the classroom for a few days. Then take him on a school tour, including library, music class, PE, etc.

Materials

- ☐ 6" x 9" brown construction paper rectangle (body)
- ☐ 5" brown construction paper square (head)
- ☐ Two 3" x 6" brown construction paper rectangles (arms)
- ☐ Four 3" x 4" brown construction paper rectangle (legs and feet)
- ☐ Brown construction paper scraps (ears)
- ☐ Colorful construction paper scraps (bow tie)
- ☐ Glue
- ☐ Markers, including black
- ☐ Scissors



Family Connections

- Students take turns taking home a book bag that includes the class mascot, a book to read with their families, a topic to discuss, and a journal to complete as a family. The students then return the bag and share their entries with the class. After

every student has taken the bag home, the journal is bound into a book for the classroom library. The teacher then selects a new topic and book to start a second rotation. Example of a book and discussion: *The Kissing Hand*, asking families to write about their child starting school.

- What is your favorite book? Write about what makes this book special to you. Bring it to school to show us!
- Some of the students have a special pet; some may have a pet that they would like someday. They can write and tell the class about it and draw or bring a picture of the pet or the pet they would like to have.
- Students will learn and appreciate the “personal treasures” of their classmates as well as their own. With the help of their families ask the students to choose and describe three treasures—one that is personal, one that is a family treasure, and one that is a cultural treasure (you may want to just focus on a personal treasure for kindergarten students). Explain that you do not necessarily mean something of monetary value. Treasures could be a language, a song, or even just a story. When the students share with the class it could be a write-up, photographs of the treasures, or the treasures themselves.

Additional Resources

Articles

The Mailbox, the Education Center, Inc.; ISBN 1-56234-161-8

Back-To-School Book, Preschool/Kindergarten, the Education Center, In. ISBN 1-56234-161-8

Web sites

<http://www.readwritethink.org/lessons/>

<http://www.atozteacherstuff.com/>

<http://www.google.com/search?hl=en&q=canteach>

<http://www.memfox.net/>

Bearrific

Meet Bearrific, our new Kindergarten friend! Bearrific is so excited to be in our class, and best of all, he will get to come home with each of you. He will go home for 1 or 2 days and be your buddy. Your responsibility is to make sure Bearrific is safe and has a nice time.

After the 1 or 2 days are done, you and your family can write in the notebook about all the things that the bear did while Bearrific was visiting. Using the paper in the sheet protector as your journal entry, draw or take a picture of your favorite thing that you did with the bear while your family helps you write a small sentence at the bottom of the picture.

Make sure Bearrific and his suitcase and belongings are returned after the 1 or 2 day visit, so you can share your journal entry with the class.

When everyone in our class has had a chance to have Bearrific come to visit them, we'll make our journal entries into a book for our classroom. You will all be authors of our class book.

Ways to Celebrate in the Winter

Content Standard II

Objective 2

Connections

Standard II:

Students will develop a sense of self in relation to families and community.

Objective 2:

Identify important aspects of community and culture that strengthen relationships.

Intended Learning Outcomes:

2. Develop social skills and ethical responsibility.
3. Demonstrate responsible emotional and cognitive behavior.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

Content Connections:

Math I-1&2; Use one-to-one correspondence
Math II-2; Identify patterns in the environment
Language Arts I-1&2; Develop language through listening, speaking, viewing media
Language Arts VI-1; Learn new vocabulary

Background Information

Children everywhere love holidays/celebrations – days set aside for a break in routine, special fun and surprises, delicious treats, and a time to be with close friends, relatives and neighbors. Religious, seasonal, and patriotic holidays and celebrations vary with the customs, history, environment, and traditions of countries around the world. One way the world becomes smaller and people begin to develop respect, acceptance and understanding of others is by sharing celebrations of everyday life. Helping children discover how children everywhere are alike and can work and play together leads to multi-cultural awareness and sensitivity.

Very young children do not always comprehend the history or deeper meaning involved in other cultures' celebrations, but they can learn the name of the celebration and begin to understand some of the outward symbols for the inner meanings. Children can learn that not everyone believes the same thing, and that we must respect each person's right to individual beliefs. As children learn of customs and celebrations, they can learn that they all have some beliefs in common and some that differ. Five different Winter Celebrations will be addressed, giving the children opportunities to experience games, art, music, and stories of different cultures.

On December 13th, many Christian countries in Europe celebrate St. Lucia Day. The story behind the holiday is of a young girl who lived over 1700 years ago. She would not deny Christianity, so she

was punished—her eyes were put out and she was put to death by the Romans. She was subsequently made a saint. In Sweden, a young girl, usually the oldest daughter, dresses up in a long white dress tied with a red sash and a leaf covered crown of candles. On the morning of December 13th, she and other costumed children awaken their family members with a tray of coffee and pastries. St. Lucia Day is celebrated in Sweden, Finland, Italy, and the Caribbean.

Hanukkah, a festival of light, comes in late November or December and begins on the 25th day of the Hebrew month Kislet. The Hebrew calendar is a lunar one, so the exact date of Hanukkah varies each year. Hanukkah celebrates religious freedom for the Jews. Antiochus, a Syrian king, drove the Jews from their temple in Jerusalem and ordered them to worship Greek gods or be put to death. The Jews fought back and finally regained Jerusalem and set about purifying their temple, which the Syrians had defiled. When it was ready, they proclaimed a holiday and called it Hanukkah, which means “dedication.” There is a legend about the first Hanukkah that relates how only one little jar of oil was found to light the holy lamp in the temple for the festival. It should have lasted only one day, but it lasted eight days. Hanukkah is celebrated for eight days. Candles are lit each night in a special candleholder called a menorah (meh-nor-ah). A candle known as the Shamash (shah-mush) is a ninth candle in the center that is higher than the other four on each side, and is lit every night. Families enjoy eating potato pancakes called latkes (lot-kuhs). Children like to play games with a dreidel (dray-dull). The dreidel is a four-sided top with Hebrew letters on each side representing the words in the phrase “A Great Miracle Happened There.” Gifts are generally given to children—one each night. Frequently bags of chocolate coins covered with gold foil are in favor in American families.

The Posada celebration is way of celebrating Christmas in Mexico. The posada, is a re-creation of Mary on a donkey and Joseph searching for a room at the inn. Accompanying them is a choir of small children who knock on doors asking for lodging for the weary couple. The procession, which takes place during the 12 days before Christmas, moves along, growing in numbers, until it reaches the church, where mass is held. After the service, the children get to enjoy a festive piñata party. The Posada is an enactment of looking for lodging of St. Joseph and Virgin Mary, called the Pilgrims going to Bethlehem for the Census according to the Bible. Each family in a neighborhood will schedule a night for the Posada to be held at their home, starting on the 16th of December and finishing on the 24th. Every home will have a Nativity scene. The hosts of the home are the innkeepers, and the neighborhood children and adults are looking for lodging. They

will ask for lodging in three different houses but only the third one will allow them in. Once the innkeepers let them in the group of guests come into the home and kneel around the Nativity scene to pray. After all the prayer is done, then it comes time for the children's party. There will be a Piñata, filled with peanuts in the shell, oranges, tangerines, and sugar canes. The children in turn will try to break the Piñata with a stick while blindfolded.

Kwanzaa (keb-wahn-zab) is a holiday that was created for Afro-Americans by Dr. Malana Karenga in 1965 to help focus on the richness of their African culture and reinforce the need for Black unity and self-determination. At the heart of Kwanzaa is the “Nguzo Saba” or seven principles of daily living, that Dr. Karenga found in the African harvest festivals he had studied. Kwanzaa is celebrated from December 26th to January 1st. Each night, a candle is lit and a principle discussed. The last night, a Karamu (feast) is held.

The Seven Principles of Daily Living

1. Nguzo Saba umoja (oo-MO-jah) – unity, we help each other.
2. kujichagulia (KOO-jee-cha-go-LEE-ah) – self-determination, we decide things for ourselves.
3. ujima (oo-JEE-mah) - cooperation, we work together to make a better life.
4. ujamaa (oo-jah-MAH) – sharing by all, we must share what we have.
5. nia (NEE-ah) – purpose, we have a reason for living.
6. kuumba (koo-OOM-bah) – creativity, we need to use creativity in making our world more beautiful.
7. imani (ee-MAH-nee) – faith, we believe in ourselves, our ancestors, and our future.

Chinese New Year (Yuan Tan) is celebrated on the first day of the new moon, which varies from January 21 to February 19. The Chinese celebrate this day to show their appreciation for the previous safe and happy year and to wish for another prosperous year to come. The first day of this religious and historical celebration is dedicated to worshipping ancestors and Buddha and to praying for happiness, prosperity and good fortune. The following 14 days are filled with parades, fireworks, gift giving, feasting and dancing. Red is the symbol of happiness to all Chinese. This color is always used for New Year's decorations. Friends exchange greetings in red envelopes. On this holiday, children receive gifts of money from older people, such as their grandparents, parents, aunts, and uncles. The gift money is given

in red envelopes, often with gold lettering or pictures on them. It is important to Chinese children and their parents to wear new clothes, especially new shoes, on New Year's Day to bring good luck. A lion dance or dragon dance performed by adults is an important part of this New Year's parade.

Research Basis

Spellikngs, M., (2006) Secretary of Education remarks at S. University Presidents Summit on *International Education* in Washington, D.C. Retrieved January 25, 2008 from www.ed.gov/news/speeches/2006/01062006html

Education teaches more than students. It teaches all of us to see beyond our borders and boundaries, both real and imagined. It teaches us to overcome stereotypes and appreciate cultures other than our own. In so doing, it gives us hope for a brighter future by advancing freedom, opportunity and understanding.

Seefeldt (1977). *Social Studies for the Pre-School child*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Young children, through activities involving relationships with others, cooperative group experiences, and many forms of firsthand experiences, can develop awareness of: 1) the interdependency of humans on one another, (2) the cultures of our world, and (3) the similarities between people everywhere. (p. 153)

Invitation to Learn

Students will be given a brief overview of the celebration that will be covered during the next two months. They will then be given a "Celebrating Winter Holidays" Journal. The journal has calendars and symbols for each of the winter holidays we will be talking about. The students will color in the dates on the calendar; illustrating the month and days the celebration takes place. Students will write their name on the front, decorate the cover, and save it to be used after each celebration lesson. This journal will be used as an assessment at the end of each celebration discussion.

Instructional Procedures

Hanukkah

1. Gather the children together and show them the world map. Point out the country of Israel.
2. Have them find Israel on their journal *World Maps* and mark it.

Materials

- ☐ Celebrating Winter Holiday
- ☐ World map
- ☐ Festival of Lights
- ☐ Menorah
- ☐ Tasty Menorahs Instructions
- ☐ Large chart
- ☐ Eight nights of Hanukkah
- ☐ Herschel and the Hanukkah Goblins
- ☐ Dreidel Pattern
- ☐ Dreidel
- ☐ Parent Letter
- ☐ Scissors
- ☐ Pennies
- ☐ Lights the Candles Bright
- ☐ Pencils
- ☐ Lightweight cardboard
- ☐ Markers/Colored pencils



3. Share that a long time ago, over two thousand years, the Jewish people there fought against an army to take back their Temple, or house of worship. They cleaned and fixed the Temple and polished the lamp of the Eternal Light. The flame had been put out by the army. Only enough olive oil could be found to light the lamp for one day. A miracle happened and the lamp stayed lit for eight days!
4. Hanukkah is an eight-day Jewish Celebration, commemorating “the miracle of the oil.” The “Festival of Lights” holiday is full of songs, games, stories, and presents. Jewish people around the world celebrate Hanukkah by lighting one candle each of the eight nights of Hanukkah until all are lit on the last day of the holiday. The special lamp of eight candles is called a menorah. Show the students a picture of a menorah.
5. Read one of the informational Hanukkah Books like *Eight Nights of Hanukkah* or *Festival of Lights*. List all the things that they learned from the book on the dry erase board.
6. Food Experience: Share the Tasty Menorahs with the children.
7. While the children eat the Tasty Menorahs, read the “Eight Little Candles in a Row” poem. Have it printed on an experience chart.
8. Then read a story book like *Herschel and the Hanukkah*.
9. Show the children a dreidel or a picture of a dreidel. Ask them to notice the letters. Are they the same letters we use? Share with the students that during Hanukkah, friends and family gather and eat traditional foods, such as latkes, applesauce, or jelly-filled doughnuts. Latkes are fried potato pancakes. Children sometimes exchange gifts and receive “Hanukkah Geit,” or coins. They also play the dreidel game by spinning a top with four flat sides. Demonstrate how to play the game with three children, plus yourself (four players in all).
10. Teach the students the song “I Have a Little Dreidel.”
11. Give each student a copy of the card stock dreidel. Have them cut it out. Demonstrate how to push the pencil through the hole. Show the students how to spin the dreidel like a top by holding the top of the pencil and spinning it on a flat surface. The tip of the pencil will make contact with the flat surface. Play until one player wins everything and the other players have nothing.

12. Divide the students into groups of four. You may want to have a small square of cardstock underneath to protect the tabletops. Allow children to play.
 - a. Each player puts two of their objects into the center “pot”.
 - b. Give each player a turn to spin the dreidel (like a top). The letter that is facing up when the dreidel stops tells what the player must do:
 - Nun - do nothing
 - Gimel - take all objects from the pot
 - Hay - take half the pot
 - Shin - put one object in the pot.
 - c. If the pile is empty, or has only one penny, each player puts in one penny before the next spin.
13. After they have played the game a few times, pass out the game and rules for playing the game for the children to take home to play with their family. Have this copied on card stock.
14. Sing the song “Light the Candles Bright” (*sung to: The Farmer In the Dell*).
15. Have the students draw and record in their journal about the celebration of Hanukkah.

St. Lucia Day

1. Many Countries in Europe Celebrate St. Lucia Day. We are going to talk about the celebration as it takes place in Sweden. Find Sweden on the class world map, and have the students mark their world map in their celebration journal.
2. Explain the story of St. Lucia to the students. St. Lucia Day is celebrated on December 13. The story behind the holiday is of a young girl who would not deny Christianity so she was put to death by the Romans.

In Sweden, a young girl, usually the oldest daughter, dresses up in a long white dress tied with a red sash, and places a crown of evergreens adorned with glowing candles on her head. It is her task to serve coffee and special twisted buns with raisins to her family at daybreak. The buns are twisted into different shapes. The lights represent the breaking of the winter spell and bringing light into the world.

St. Lucia is followed by her brothers, who are dressed in white and wear pointed hats with silver stars. They are called

Materials

- ☐ Green, yellow, white construction paper
- ☐ *Celebrating Winter Holidays*
- ☐ World map
- ☐ *Leaf Pattern*
- ☐ *Candle Pattern*
- ☐ *Flame Pattern*
- ☐ *Star Pattern*
- ☐ Scissors
- ☐ Heavy paper
- ☐ Gold glitter
- ☐ Twisted pastries
- ☐ Serving tray
- ☐ Glue
- ☐ Stapler
- ☐ Markers/colored pencils



“star boys.” Her sisters wear white robes too, but have tinsel in their hair. They are called “Lucia Maidens.”

This ceremony is to assure the family that beginning on this day (the shortest, darkest day of winter) the days will begin to be longer again. It also reminds them that Christmas is near. Some call it Little Christmas.

2. Have the girls make a crown of candles. To make a crown use a pattern of five green leaf shapes on construction paper and five yellow candle flames on construction paper. Cut out the patterns. Glue each flame cutout to the candle pattern on white construction paper to create a candle; then glue each candle to the straight end of a leaf cutout. Arrange the candle-adorned leaves end-to-end. Glue the pieces together by attaching a leaf tip to the bottom of each of the first four candles. When the glue has dried, size the resulting crown to fit the head of the intended wearer; then staple the crown ends together.
3. Have the boys make a star-studded hat. To make a hat, begin with a semi-circle of white bulletin-board paper – diameter approximately 28 inches. Overlap the two corners of the paper until a cone is formed. Size the opening to fit the head of the intended wearer; then staple the hat seam. Decorate the hat with yellow paper stars from the star pattern and gold glitter.
4. Have each child wear a decorative head wreath or hat as they serve themselves a pastry from a tray passed from child to child.
5. Have students draw and record in their journals about the St. Lucia Day celebration.

Materials

- ☐ Celebrating Winter Holiday
- ☐ World map
- ☐ *Nine days to Christmas*
- ☐ Sangrias drink ingredients
- ☐ Piñata
- ☐ Paper sacks
- ☐ Crepe paper
- ☐ Tissue paper
- ☐ Wrapped candy
- ☐ Newspaper
- ☐ Scissors
- ☐ Stapler
- ☐ Glue
- ☐ Salsa & chips
- ☐ Markers/colored pencils



Las Posadas

1. Begin by reading the book, *Nine days to Christmas*. In this story a little girl excitedly prepares for her first “posada”. The book clearly explains the meaning of the celebrating (“posada” means shelter, and during the posada procession the participants are symbolizing the journey of Mary and Joseph to Bethlehem) and this will set the purpose for the rest of the unit.
2. Show the students where Mexico is on the class world map. Then have the children locate it on their own world maps. List on the dry erase board the things they learned from the book as the children recall them.
3. Have a Mexican food experience. Salsa & chips are easy. You can also have a simple Mexican drink (Sangrias for kids)

Ingredients

½ cup grape juice

¼ cup orange juice

¼ to ½ cup Sprite or 7up (depending on how bubbly you like it)

OPTIONAL: maraschino cherry and/or orange slice

Directions

Mix ingredients, add ice cube and serve! YUM!

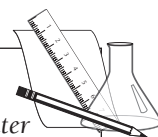
4. Dramatize the posada by going from class to class in the kindergarten wing, asking for shelter. Prepare the other classes ahead of time for best results. Be turned away by class after class. Finally, return to our classroom for a party celebration, complete with a piñata.
5. You can purchase a piñata or have the children help make 4 different ones in centers by making simple paper bag piñatas. To do this fill a paper grocery bag with wrapped candies and newspaper. Decorate the bag with brightly colored, fringed crepe paper or tissue paper. Cut small slits in the bag to weaken it before students whack at it with a yardstick.
6. Have children draw and record in their journals about the Mexican posada.

Kwanzaa

1. Unlike the other holidays we have talked about, this celebration is not a religious holiday. Kwanzaa is an African American celebration that focuses on the traditional African values.
2. Find Africa on the classroom world map.
3. Read *The Story of Kwanzaa*.
4. Explain that Kwanzaa is based on seven guiding principles, one for each day of the observance, and is celebrated from December 26th to January 1st. Each principle is symbolized with a candle. A *kinara* is the candle holder that holds the seven candles. Each night, a candle is lit and families talk about one of the seven principles. Candles play an important role in the Kwanzaa celebration. On the first night of Kwanzaa, the black candle is lit. On each night thereafter, an additional candle is lit, alternating red and green until the entire Kinara is glowing on the final night of Kwanzaa.

Materials

- ☐ *Celebrating Winter Holiday*
- ☐ World map
- ☐ *Kinara*
- ☐ Construction paper
- ☐ Fruits and Vegetables
- ☐ *Obara the Merchants*
- ☐ *Obara the Gatekeeper*
- ☐ Scissors
- ☐ Ruler
- ☐ *The Story of Kwanzaa*
- ☐ *My First Kwanzaa Book*
- ☐ *Kwanzaa Place Mat*
- ☐ *Hand-some Kinara*
- ☐ Glue/Tape
- ☐ Red, black, green, brown & yellow paint
- ☐ Paintbrushes
- ☐ Markers/colored pencils



These seven candles represent the seven principles which are 1) unity, 2) self-determination, 3) collective work and responsibility, 4) cooperative economics, 5) purpose, 6) creativity, and 7) faith. Show the Kinara picture.

5. Read *My First Kwanzaa Book*.
6. Explain that the colors of Kwanzaa are black for the face of the African people, red for the blood of the people shed, and green for the hope and the color of the motherland.
7. Paint a “Handsome” Kinara.
8. A Mkeka mat traditionally holds the fruits and vegetables of the harvest and is an integral part of the Kwanzaa celebration.
9. Show the students how to make a Mkeka mat using the 3 Kwanzaa colors.
10. Have a Kwanzaa party using the Mkeka mats. Serve fruits and vegetables, representing the harvest.
11. Read *Obara the Merchants* or *Obara the Gatekeeper* (African Folk Tales).
12. Have the students draw and record what they learned about the Kwanzaa celebration.

Materials

- ☐ *Celebrating Winter Holidays*
- ☐ World map
- ☐ *Lion Dancer: Ernie Wan's Chinese New Year*
- ☐ Paper plates
- ☐ Scissors
- ☐ Glue
- ☐ Feathers
- ☐ *Dragon Dance*
- ☐ *My First Chinese New Year*
- ☐ Sequins
- ☐ Pom Poms
- ☐ Paper scraps
- ☐ Crepe paper
- ☐ Lively music
- ☐ Craft sticks
- ☐ Fortune cookies
- ☐ Streamers
- ☐ Tape
- ☐ Marker/colored pencils



Chinese New Year

1. Chinese New Year begins in late January or early February and includes outdoor parades and fireworks. The date of the Chinese New Year's Day changes each year because it is the first day of the lunar calendar. It varies from January 21 to February 19.
2. Find China on the class world map.
3. Read *My First Chinese New Year*.
4. A lion dance is performed to scare away evil spirits and to bring good luck for the New Year. Read *Lion Dancer: Ernie Wan's Chinese New Year*.
5. Have the students create their own lion masks to be used in the class Lion Dance.

Give each child a paper plate that has two eyeholes cut out of it. Have him color his mask; then invite him to decorate his mask by gluing on a variety of craft items, such as colorful feathers, sequins, pom poms, and paper scraps and streamers. After the glue dries, help each child tape a wide craft stick securely in place.

6. Play some lively music while the children wear their masks and perform their own versions of the Lion Dance. The children will have a roaring good time.
7. Give each child a Fortune Cookie. Put your own fortunes in them that would be more applicable for their age group.
8. Read *Dragon Dance*.
9. Have the students draw and record what they learned about the Chinese New Year celebration.

Assessment Suggestions

- Were the children able to listen to and understand the different traditions of other culture celebrations?
- Did the children listen to the stories, and were they able to relate to the information from the stories?
- Did the children play cooperatively in their small groups?
- Did the children understand and follow the rules of the games?
- Were the children engaged and on task the entire time while working in groups?
- Were the children able to locate the countries on their own world maps by looking at the class world map?
- Were they able to illustrate in their journals and express what they learned about each celebration?
- Did the children understand the character connections of the African Folk Tales?
- Were the children able to respond to the rhythm of the music while dancing?
- Were the children able to follow the rhythm of the music and sing the songs?
- Were the children able to follow directions and make the crafts on their own?

Curriculum Extensions/Adaptations/Integration

- Make Play dough Menorah.
 1. Roll out piece of play dough and press to form base.
 2. Place a large candle in center and four birthday candles on each side of the large candle.

3. Let the finished menorah dry for two or three days, then paint it in bright colors.

- Play the game Hide the Chocolate Gelt. When the children are out of the room or busy with an activity, hide the chocolate gelt around the room. Just before it's time to go home, tell the children that there is a treat hidden around the room for each of them.
- Latkes, Jelly Doughnuts, and Hanukkah Cookies are yummy Hanukkah party treats. You can buy the Jelly Doughnuts, Hanukkah cookies can be your favorite homemade cookies, and Latkes are potato pancakes.

Latkes

6-8 medium potatoes

½ medium onion

3 large eggs

¼ c. flour

Salt and pepper to taste

Using a cheese grater or food processor, grate 6-8 potatoes to yield 6 cups. Drain off the extra liquid. Grate ½ onion. Mix the grated potatoes and onion with the eggs and flour. Season with salt and pepper. Preheat oil in a skillet and drop your batter by teaspoonfuls into the hot oil. Fry until brown on the edges, then flip and fry the other side. Serve while still warm. Warm latkes and cold milk or apple sauce go really good together.

- If you have the class make Latkes, teach them the “Latkes are Frying in the Pan” song.
- Sing:

Come and Spin the Dreidel

(Tune: The More We Get Together)

Oh, come and spin the dreidel the dreidel, the dreidel,

Oh, come and spin the dreidel the dreidel, the dreidel,

You might have to give some.

Oh, Come and spin the dreidel and see what you get.

-Ada Goren

- Sing:

Hanukkah is Here!

(Tune: “Mary Had a Little Lamb”)

Let's light the menorah, menorah, menorah,

Let's light the menorah, menorah, menorah,
 One candle each joyous night, joyous night, joyous night.
 One candle each joyous night, for Hanukkah is here!
 Latkes, games, and family, family, family.
 Latkes, games, and family, for Hanukkah is here!
 Let's light the menorah, menorah, menorah.
 Let's light the menorah, for Hanukkah is here!

- Have a Kwanzaa party. Decorate room in red, black, and green. Ask a parent familiar with the holiday to assist you.
- Use a tracer to have the students make a Luciadagen crown. To make a crown, fold a nine-inch paper plate in half. Place the straight edge of the tracer on the center of the fold and trace around the rest of the shape. With the plate still folded, cut along the lines to cut out the interior shape – the candles. Next, color the wreath and the candles. Then, glue on pieces of torn tissue paper to represent leaves on the wreath and flames on the candle. When the crown is dry, fold the candles back so they stand up.
- Find a recording of the “*Mexican Hat Dance*” and teach the children a simplified version of the dance. <http://www.educatinworld.com/a-tsl/archives/99-1/lesson0018.shtml>
- Make a class created dragon. In a large open area, display a length of white bulletin-board paper. If you plan to have eight groups of students working on the project, visually divide the length of paper into seven equal sections and label each one with a different number from 1-7. On another length of bulletin-board paper, sketch a large dragon head. Label this section no. 8. Assign a small group of students to paint each section. Provide the same colors of paint for each group and encourage student creativity. When the paint has dried, cut out the dragon head and trim one end of the long paper length to resemble a dragon tail. For added interest, make a wavy cut along each side of the resulting dragon body. Then glue the dragon head to the dragon body.
- Make Chinese Lanterns. Have students draw pictures on a 12”x18” piece of construction paper. Draw a line 1” from the edge of the side of the paper opposite the fold. Then, have the students cut slits 1” apart from the fold to the line. Open up the paper. Roll with the slits running up and down and staple the ends together. To make handle punch two holes in the top of the lantern on opposite sides. Bend a pipe cleaner about 1”

from each end. Poke the pipe cleaner through the holes and twist it around itself to make a handle. Staple crepe paper streamers to the bottom. Have the student parade around the room!

Family Connections

- Send home instructions for families to make a homemade Menorah. Explain that Jewish families use a special, nine-pronged candelabra, called a menorah, to light candles every night for the eight nights of Hanukkah. The ninth candle, which stands higher than the others, is the shammash, or servant candle. It is used to light the other candles so, technically, you light two candles on the first night, three on the second night and so on). It is customary for the candles to be placed in the menorah from right to left and lit from left to right. Making a menorah from self-hardening clay is an easy, fun project for kids to try. When it is complete, set the menorah on a windowsill for all to admire. Share a variety of options for teachers to explore and use for extending learning at home.
- Make Star of David home decorations. Form a triangle with 3 Popsicle sticks and glue them together. Form another triangle the same way. Glue the two triangles together in the form of a Star of David. Draw squiggly lines on the star with glue, and sprinkle with blue glitter if you wish. Hang the stars around your home with ribbon.
- Have children explore their family heritage. In preparation for the activity, have children ask their parents and relatives to list the countries where their ancestors were born. A large map of the world will be displayed on a bulletin board. Provide colored stickers, big enough for child's name and the name of the selected country. If you don't have enough space on the map for all the stickers, pin one large-headed thumbtack into each country and use yarn to connect each thumbtack to an index card. Staple the index cards around the border of the world map. Use a piece of yarn to connect each child's sticker to his or her index card. If you have used thumbtacks rather than stickers for any countries have each child write his or her name on the index card. Have children share with the class the information they researched.
- Ask parents to share records or tapes of African music for the children to enjoy.

- Ask families that have ties to any of the different cultures to visit the class and share some of their traditions.
- In China, each year is represented by one of 12 animals. Each animal in turn represents a positive personality characteristic that is believed to be shared by all people born in those years. Give the chart to the students to take home to familiarize themselves with the animals and to see what animal corresponds to the year that they were born. They can also have some fun finding out the years of their parents', grandparents', brothers', sisters', friends' or relatives' birthdays and determining the matching animal.

Additional Resources

Children's Books

Eight Nights of Hanukkah, by Judy Nayer; ISBN 0-439-69383-7

Eight Lights for Eight Nights, by Debbi Herman & Ann Koffsky; ISBN 10: 0764126008

Happy Hanukkah, Biscuit! by Alyssa Satin Capucilli; ISBN 10: 0060094699

D is for Dreidel, by Tanya Lee Stone; ISBN 10:0843145765

The Colors of my Jewish Year, by Mari Gold-Vukson; ISBN 10:1580130119

The Borrowed Hanukkah Latkes, by Linda Glaser; ISBN 10:0807508

Hershel and the Hanukkah Goblin, by Eric A. Kimmel; ISBN 10:0823411311

The Seven Days of Kwanzaa, by Melrose Cooper; ISBN 978-0439-5746-6

Together for Kwanzaa, by Juwanda G. Ford; ISBN 0-439-82959-3

A Kwanzaa Miracle, by Sharon Shavers Gayle; ISBN 0-439-69003-X

My First Kwanzaa, by Karen Katz; ISBN 10:080507077X

The Story of Kwanzaa, by Donna L. Washington; ISBN 10:0064462005

Kwanzaa Fun: Great Things to Make and Do, by Linda Robertson; ISBN 0-7534-5685-0

Obarand the Gatekeeper, by Michelle Bodden; ISBN 10:0975308904

Obara the Merchants, by Michele Bodden; ISBN 10:0975308912

Nine Days to Christmas, by Marie Hall Ets. & Aurora Labastida; ISBN 10:0140544429

Dragon Dance: A Chinese New Year, by Joan Holub; ISBN 10: 012400009

My First Chinese New Year, by Karen Katz; ISBN 10:0805070761

Lion Dancer: Ernie Wan's Chinese New Year, by Kate Waters & Martha Cooper; ISBN 10:05904304755

Hanukkah Oh Hanukkah, by Susan L. Roth; ISBN 10:0439908728

Festival of Lights, retold by Maida Silverman; ISBN 0689830831

My First Kwanzaa Book, by Deborah M. Newton Chocolate; ISBN 0439129265

On the First Night of Chanukah, by Cecily Kaiser; ISBN-10: 0439758025

Books

Another Trip Around the World, by Leland Graham, and Traci Brandon; ISBN 044222-120054

Resources for Creative Teaching in Early Childhood Education 2nd Edition, by Darlene Softley Hamilton/Bonnie Mack Flemming; ISBN 0-15-576652-X

Learning about Cultures, by John Gust, M.A. and J. Meghan McChesney; ISBN 978-1-57310-012-1

Creative Resources for the Early Childhood Classroom, by Judy Herr and Yvonne Libby Larson; ISBN 10: 1-4283-1832-1

Celebrations, by Anabel Kindersley & Barnabas Kindersley; ISBN 10:07894202

Media

Kwanzaa Fun, by Linda Robertson & Julia Pearson; ISBN 978075345685

Articles

Social Studies, the Mailbox Magazine; ISBN 10 #1-56234-645-8

Arts and Crafts, by the Education Center, Inc.; ISBN 1-56234-32-6

Sing a Song of Seasons, the Mailbox; ISBN 13: 978-156234498-6

Web sites

<http://www.childfun.com/modules>

<http://content.scholastic.com/browse/lessonplan>

<http://www.theholidayspot.com/hanukkah/>

<http://www.scholastic.com>

<http://www.enchantedlearning.com/crafts/kwanza>

<http://www.nacnet.org/assunta/nacimnto.htm>

<http://teachers.net/lessons/>

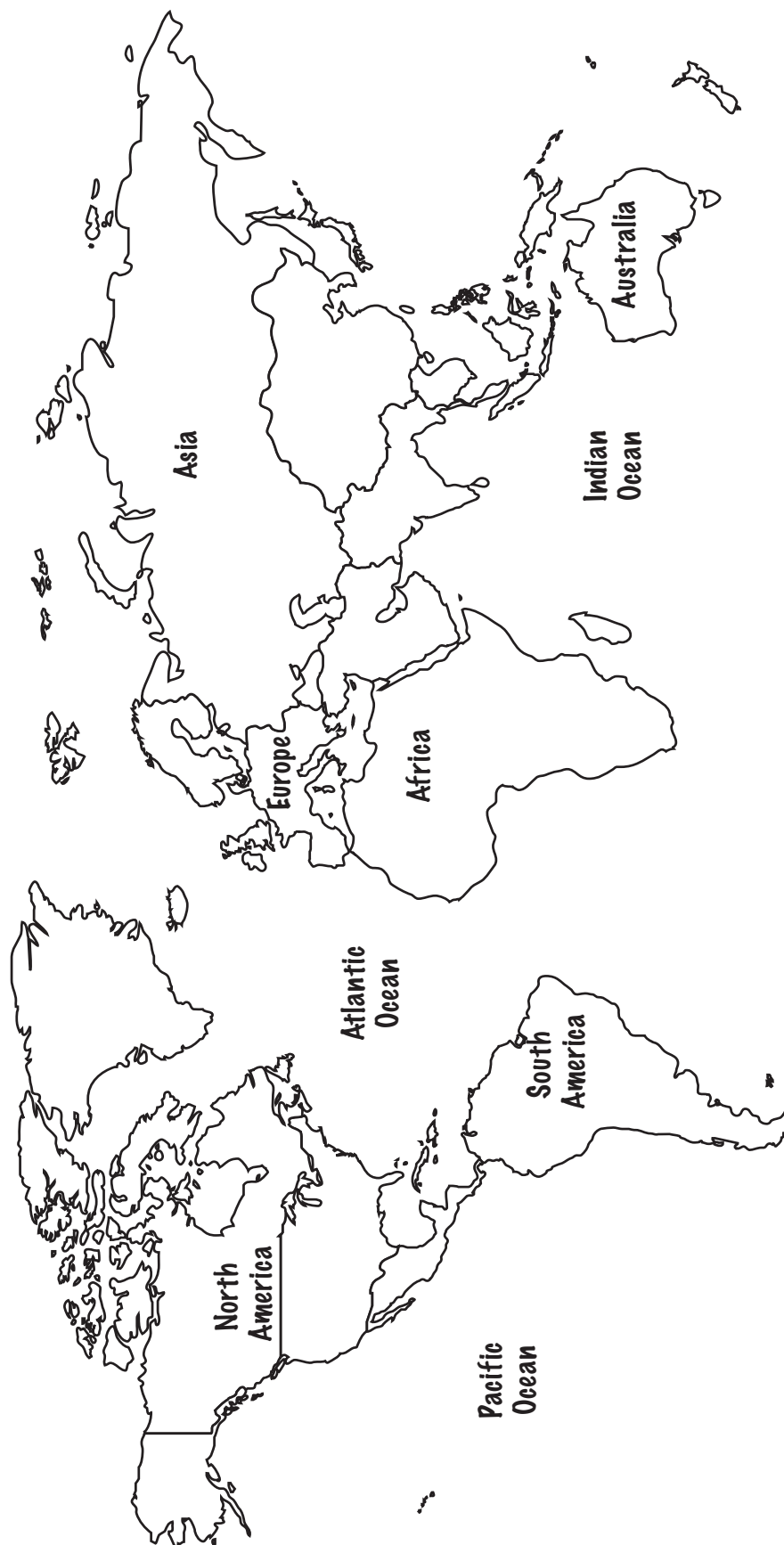
<http://www.mexonline.com/chistmas.htm>

<http://www.dltk-kinds.com/world/mexico/>

Celebrating Winter Holidays

Name _____

World Map





December



S	M	T	W	T	F	S

Hanukkah lasts for eight days. This year it begins on December _____
and ends on December _____.

Hanukkah



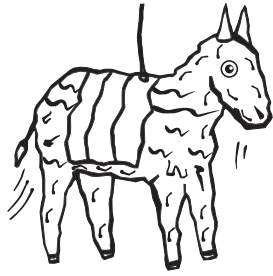
December



S	M	T	W	T	F	S

St. Lucia Day is celebrated on the same day each year. It is on December _____.

St. Lucia Day



December



S	M	T	W	T	F	S

La Posada is celebrated for nine days before Christmas. It starts on **December**
 _____ and ends on **December** _____.

Las Posadas



December

January

S	M	T	W	T	F	S

Kwanzaa lasts for seven days. It begins on December _____
and ends on January _____.

Kwanzaa



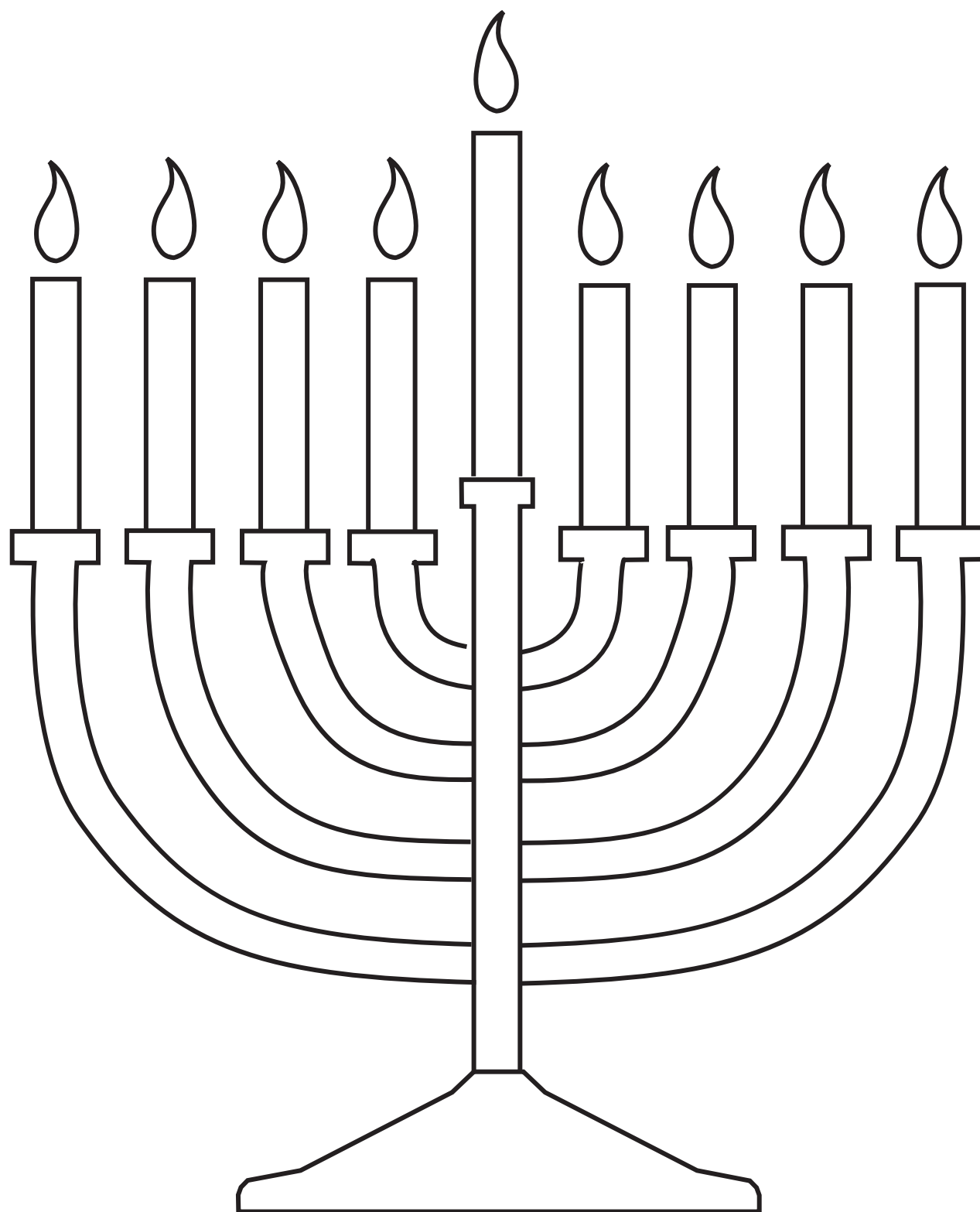
January

February

S	M	T	W	T	F	S

Chinese New Year varies from January _____ to February _____.

Chinese New Year



Menorah

Tasty Menorahs Instructions

Ingredients

- Bread
- Cream cheese or butter
- Carrot Sticks
- Pretzel sticks
- Raisins

Instructions

1. Spread bread with cream cheese or butter
2. Arrange 8 pretzels as candles and carrot sticks as large candle in center.
3. Use raisins as flames at ends of carrot and pretzel sticks.

Poem: Eight Little Candles in a Row

Eight little candles in a row, waiting to join the holiday glow.
The first night we light candle number one, Hanukkah time has now begun.
The second night we light candles one & two.
Hanukkah's here--there's lots to see and do.
The fourth night we light all up to four,
Each now a part of the Hanukkah lore.
The fifth night we light all up to five, helping our Hanukkah come alive.
The sixth night we light all up to seven.
The glow of each candle reaches to heaven.
The eighth night we light all up to eight, Hanukkah's here----let's celebrate'

Song: Light the Candles Bright

(Sung to: "The Farmer in the Dell")

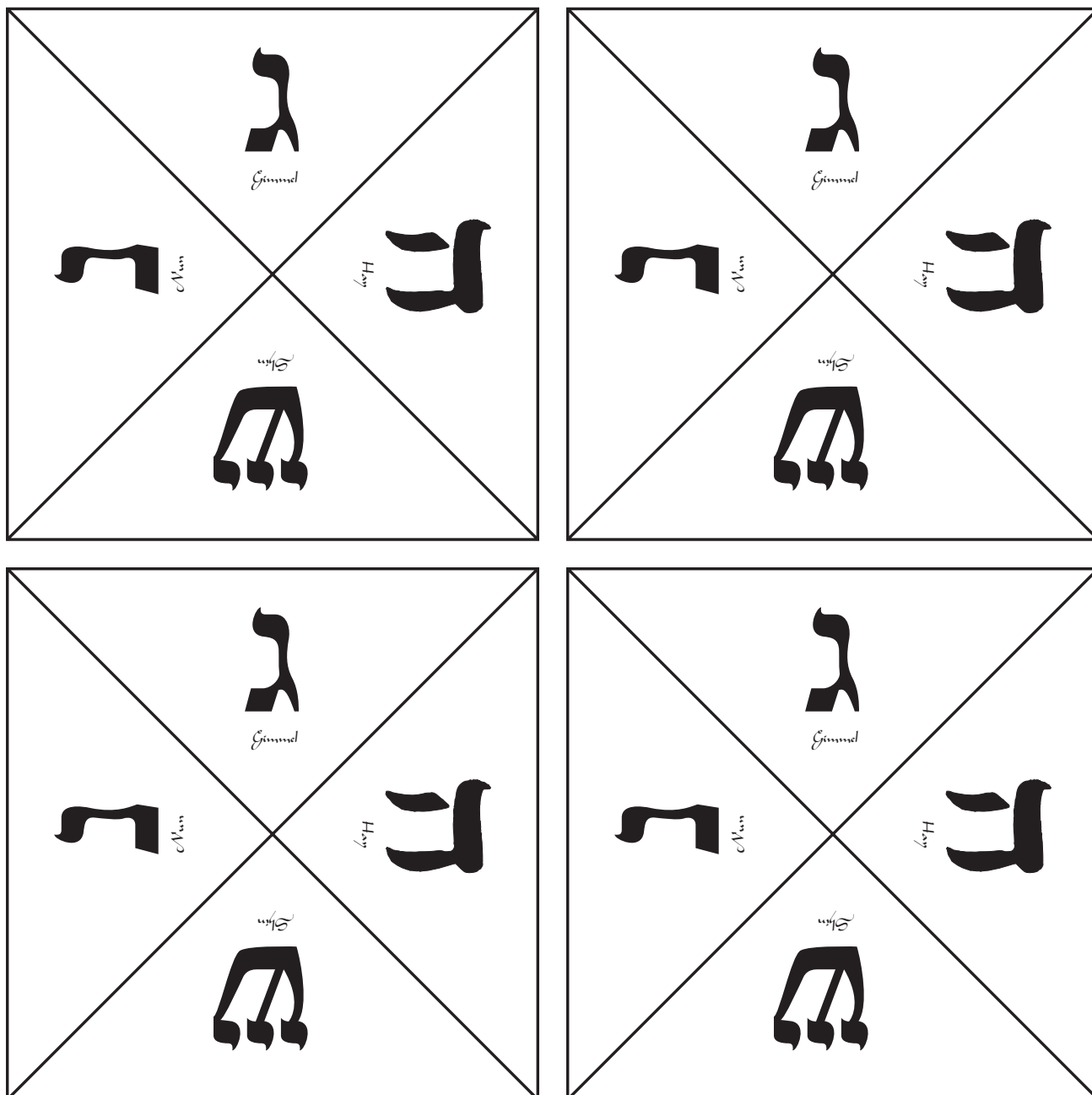
Oh, light the candles bright, and dance around the light.
Heigh-ho the derry-oh, it's Hanukkah tonight
Spin the dreidel round, and watch it falling down.
Heigh-ho the derry-oh, it's Hanukkah tonight.
Latke treats to eat, and family to greet.
Heigh-ho the derry-oh, it's Hanukkah tonight.

Dreidel Pattern

Make A Dreidel

You will need:

- Dreidel pattern
- Lightweight cardboard
- Scissors
- A short, sharpened pencil or dowel (about three inches long)
- Nuts, raisins, pennies, or whatever you want to play the game



Dreidel Game

How to Play Dreidel

- Give each player 15 pennies
- Ask each player to put two of their pennies into the center “pot”.
- Give each player a turn to spin the dreidel (like a top). The letter that’s facing up when the dreidel stops spinning tells what the player must do:
 - *Nun – do nothing*
 - *Gimmel – take everything from the pot*
 - *Hay – take half the pot*
 - *Shin – put two pennies in the pot*
- Each time the pot is emptied have the players put two more pennies in the pot.
- The game is over when a player has no more pennies.
- The winner is the one with the most pennies.

Dreidel Song - I Have a Little Dreidel

**I have a little dreidel, I made it out of clay,
And when it’s dry and ready, then dreidel I shall play,**

(Refrain)

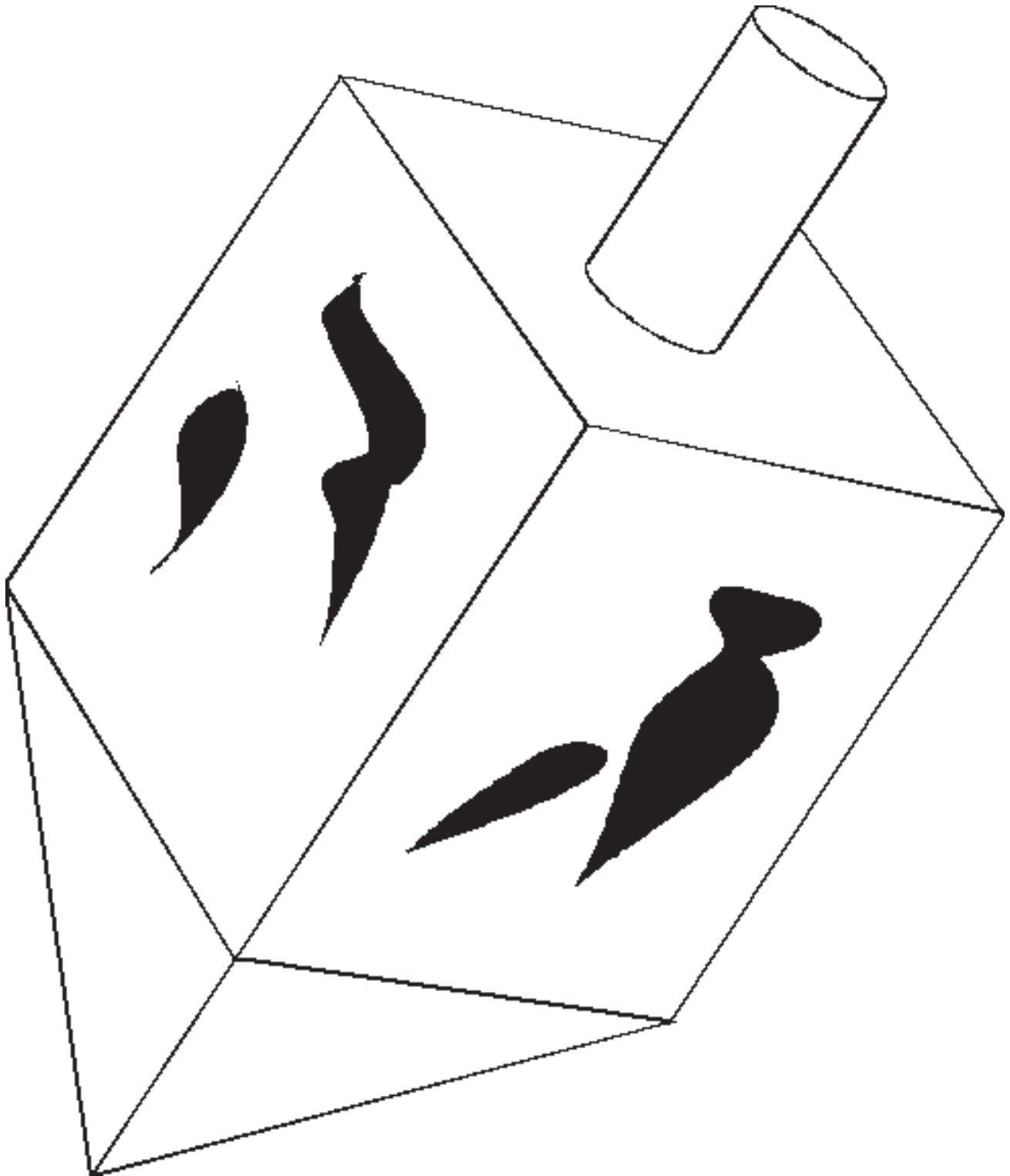
**Oh dreidel, dreidel, dreidel,
I made it out of clay;
Oh dreidel, dreidel, dreidel,
Now dreidel I shall play,**

**It has a lovely body,
With leg so short and thin,
And when it gets all tire,
It drops and then I win.**

(Refrain)

**Oh dreidel, dreidel, dreidel,
With leg so short and thin,
Oh dreidel, dreidel, dreidel,
It drops and then I win.**

Dreidel



Parent Letter

Dear Parents,

In class we have been studying winter celebrations from around the world. This week we have been talking about Hanukkah, a Jewish celebration. The children have had an opportunity to learn songs, traditions, poems, and games while talking about the Hanukkah celebration. Today the children played the Jewish traditional Dreidel game. They had so much fun playing it; I am sending home the instructions to make a dreidel and the instructions and rules of the game.

Dreidel Materials:

- Square piece of cardboard (about 4" x 4"), pencil, marker, ruler
 - Nuts, raisins, pennies, or whatever you want to play the game
1. Use the ruler to draw lines from corner to corner of the piece of cardboard, dividing the cardboard into four triangles.
 2. In each triangle, write one of the Hebrew letters.



Nun



Gimel



Hay



Shin

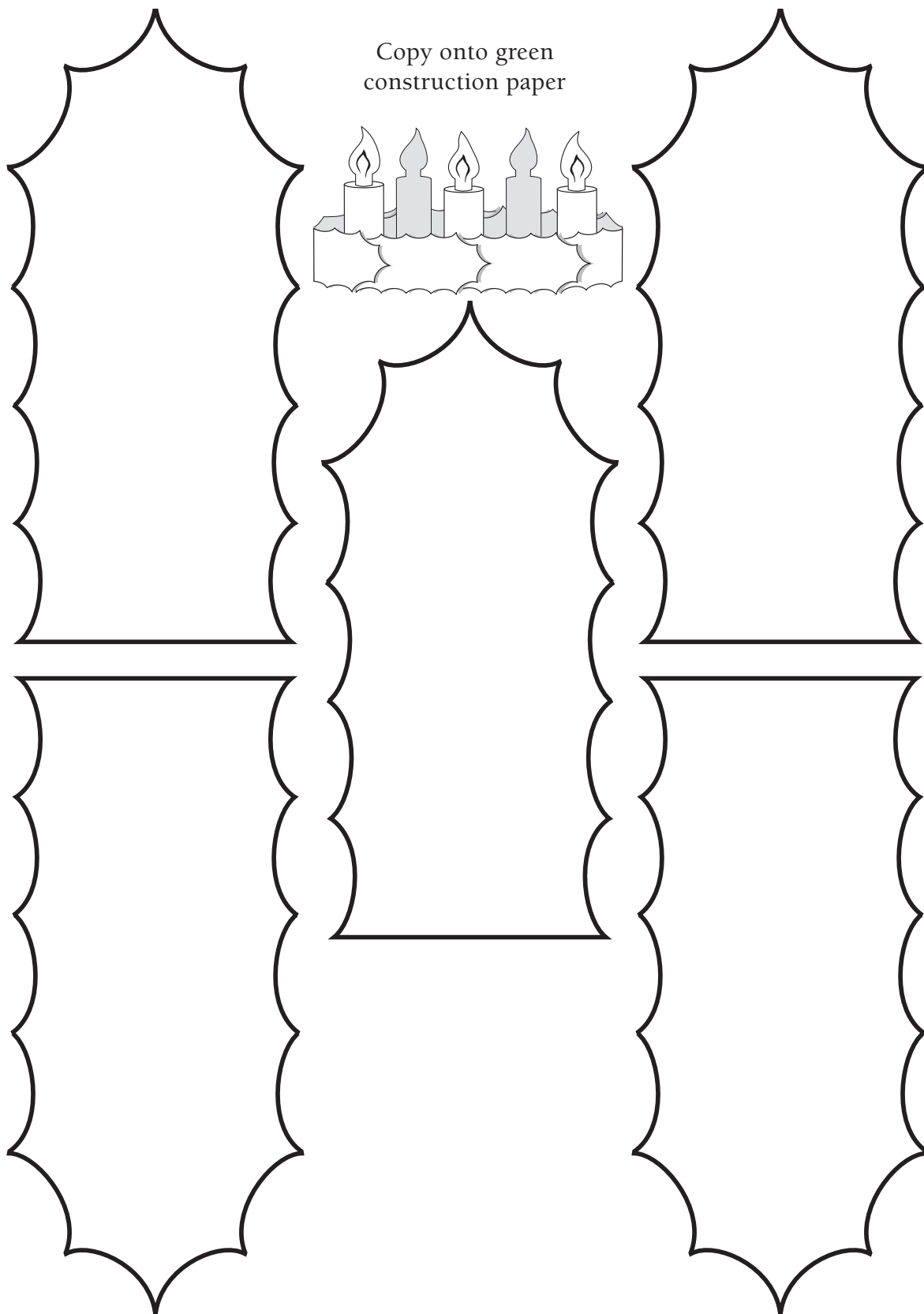
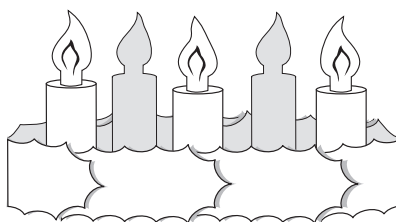
3. Poke a small hole in the center of the cardboard. Then push the pencil partway through the middle of the cardboard, letting it stick out about one inch. Spin the dreidel on the pencil point.

How to Play Dreidel

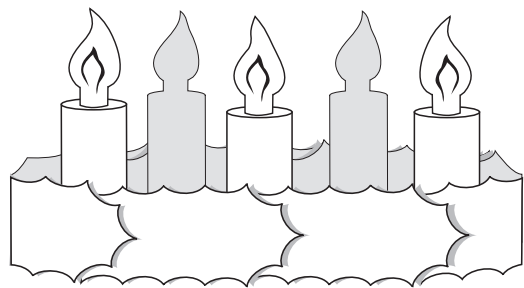
- Give each player 15 pennies.
- Ask each player to put two of their pennies into the center “pot.”
- Give each player a turn to spin the dreidel (like a top). The letter that’s facing up when the dreidel stops spinning tells what the player must do:
 - *Nun – do nothing*
 - *Gimmel – take everything from the pot*
 - *Hay – take half the pot*
 - *Shin – put two pennies in the pot*
- Each time the pot is emptied, have the players put two more pennies in the pot.
- The game is over when a player has no more pennies.
- The winner is the one with the most pennies.

Leaf Pattern

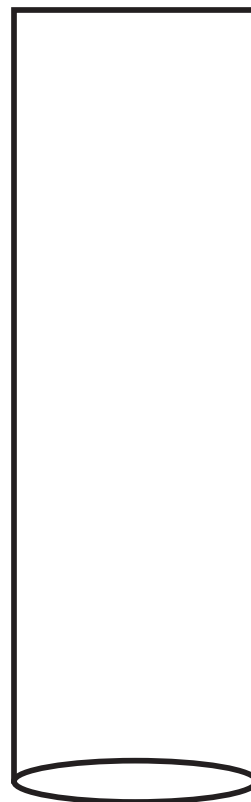
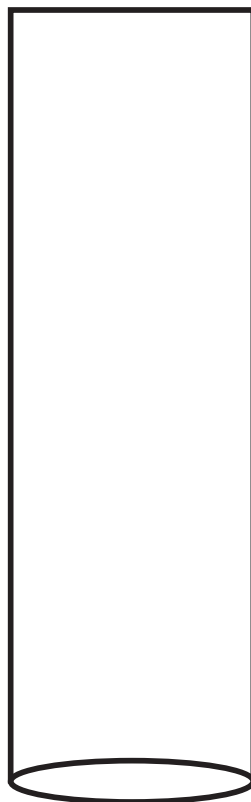
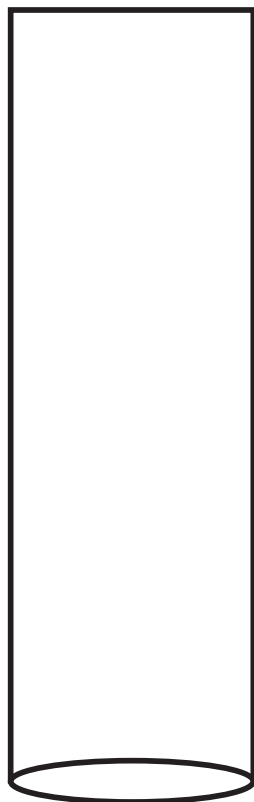
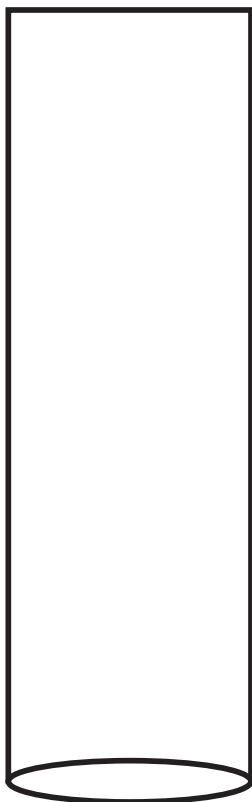
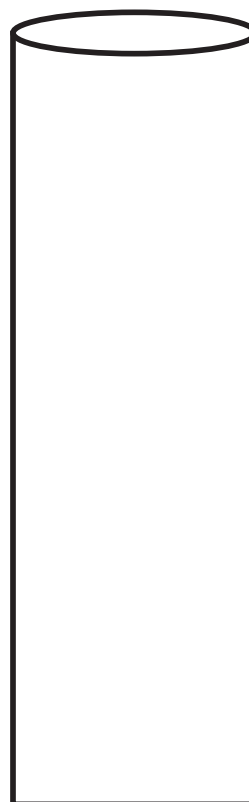
Copy onto green
construction paper



Candle Pattern

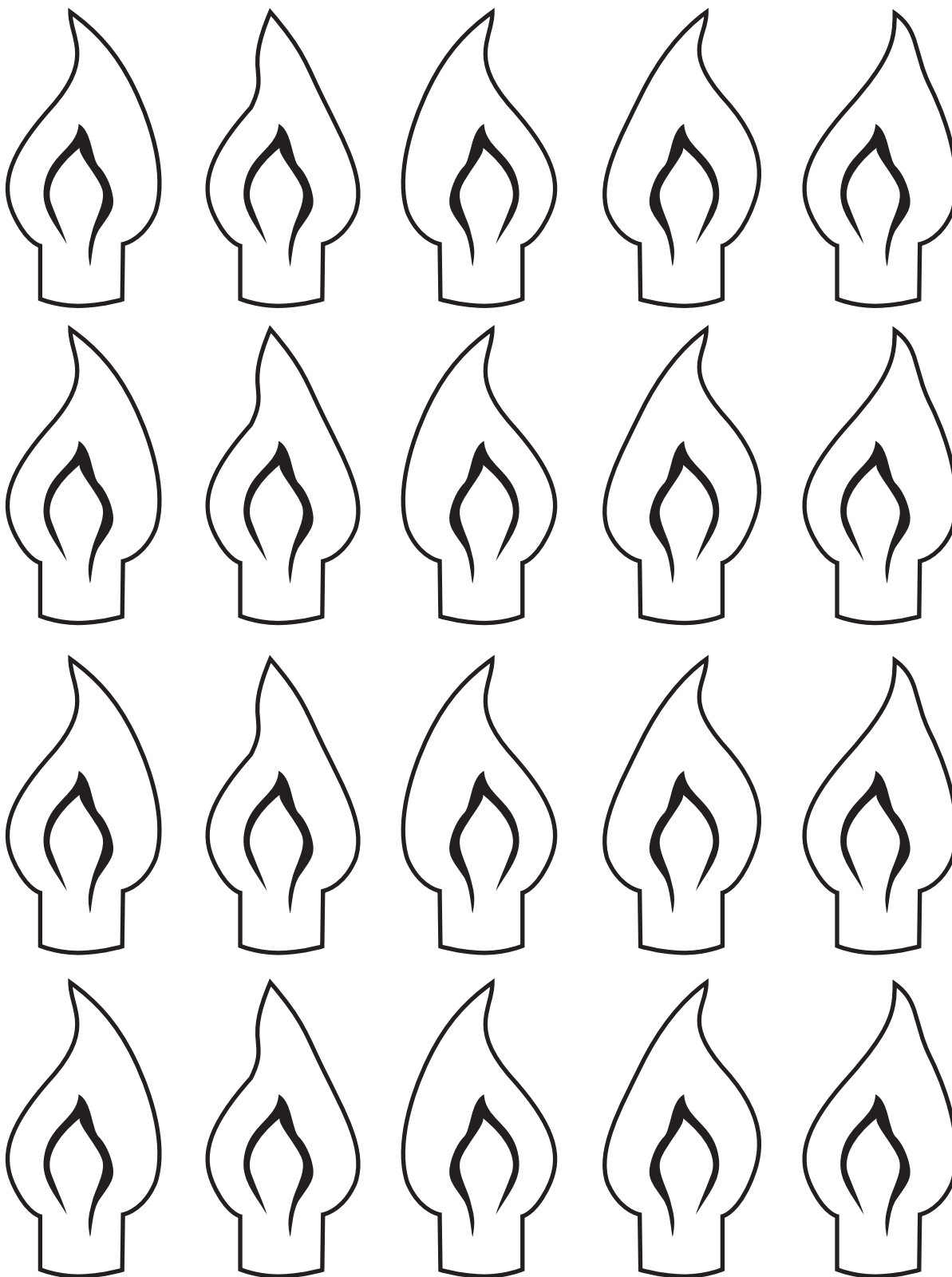


Copy onto white
construction paper



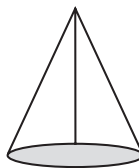
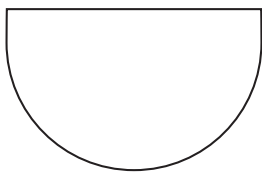
Flame Pattern

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construction paper

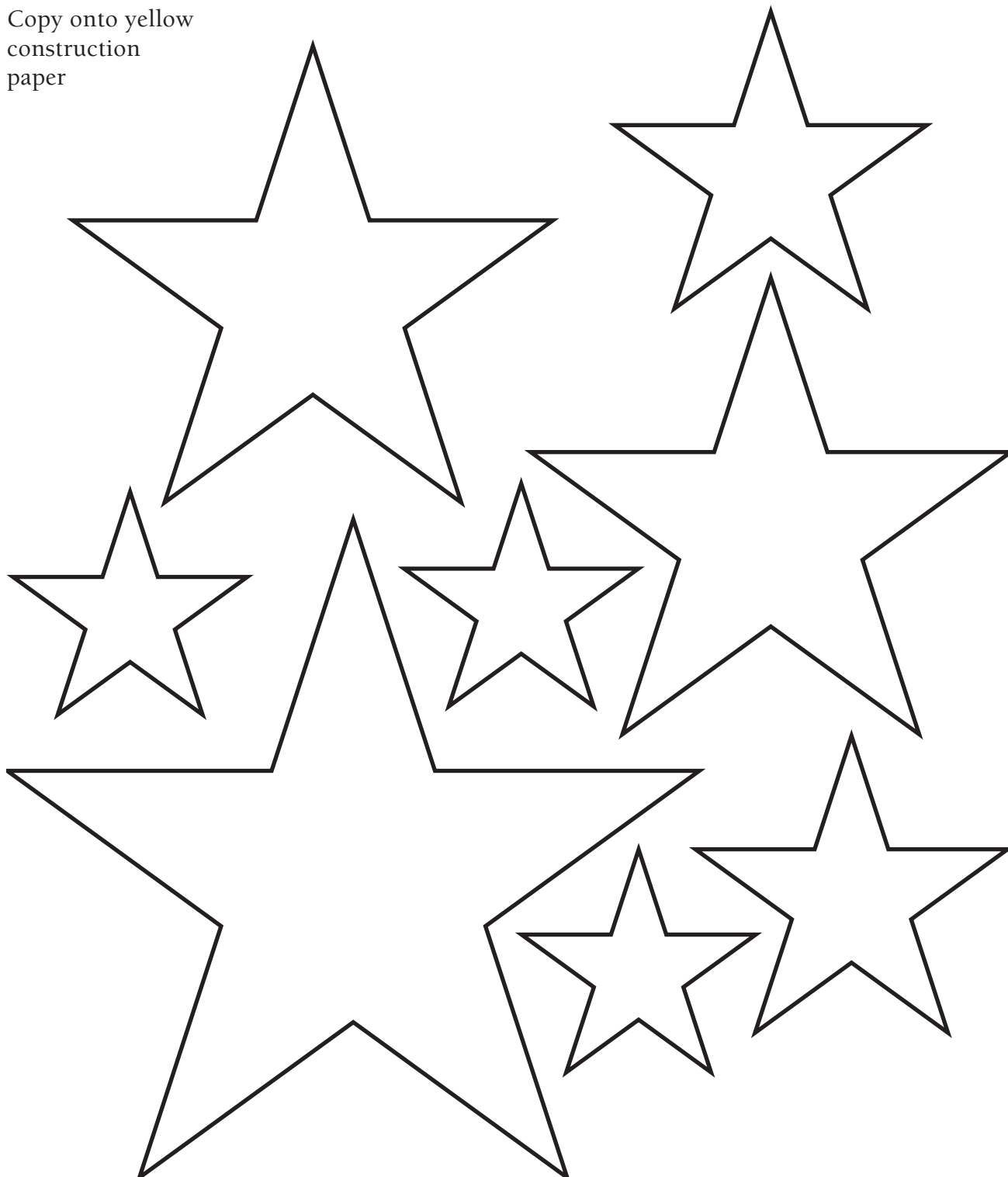


Star Pattern

White bulletin
board paper - ap-
proximately 28
inches



Copy onto yellow
construction
paper



Kinara

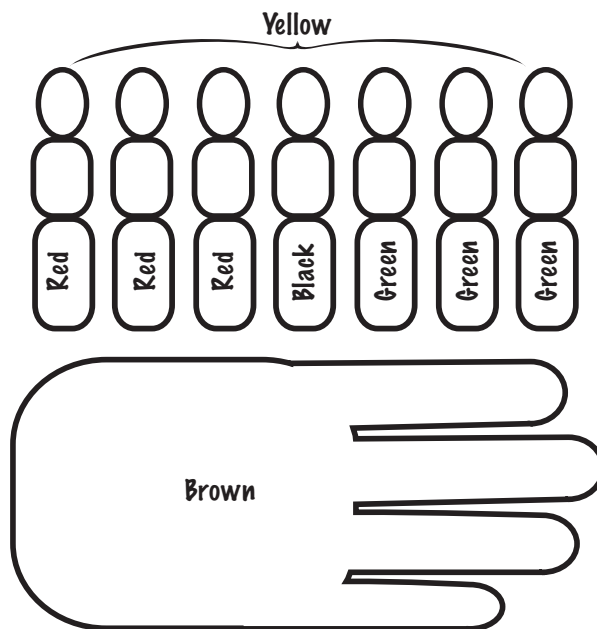


Mkeka Mat

- Fold a large piece of red construction paper.
- While the paper is folded, draw a series of lines across the fold, but do not draw the lines all the way to edge-leave about 1 inch at each edge.
- Have students will cut along the lines
- When they are finished cutting, they will unfold the pieces of paper.
- Using green and black construction paper, cut strips of paper 1 inch wide, and the same length as the height of the large piece of paper.
- Have the students weave the strips through the cuts in the large piece of paper. Make sure they alternate rows so that the strips don't fall out.
- When the weaving is done, secure each strip of woven paper using glue or tape.
- If needed trim the woven edges a bit to make the edges of the Mkeka mat even.

“Hand-some” Kinara

- Prepare shallow containers of red, black, green, yellow, and brown paint.
- Make the following paint prints:
 - Three red candles: index, middle, and ring fingers
 - One black candle: index finger
 - Three green candles: index, middle, and ring fingers
 - Yellow flames: fingertip
 - Brown kinara: palm, fingers, excluding thumb
- After the paint dries, frame it with black strips of paper.



Content III-1

Activities

Changes in Season

Exploring the Seasons

Standard III:

Students will develop an understanding of their environment.

Objective 1:

Investigate changes in the seasons.

Intended Learning Outcomes:

1. Demonstrate a positive learning attitude.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

Content Connections:

Language Arts VIII-6; Write in different forms and genres
Math III-3; Gather data about self
Math III-2; The months of the year

*Content
Standard
III*

*Objective
1*

Connections

Background Information

One of the most common misconceptions about the seasons is the idea that the seasons are a result of the varying distance of Earth from the Sun throughout the year. An easy way to see that this idea is incorrect is to remember that when it is summer in the Northern Hemisphere, it is winter in the Southern Hemisphere. The main cause of the seasons is due to the 23.5-degree tilt of Earth's rotation axis. As Earth goes around the sun, at times the Northern hemisphere is oriented more towards the sun, and at other times it is farther from the sun. When the Northern Hemisphere is oriented more towards the sun, we have our spring and summer seasons. As Earth continues to move on its revolution around the sun and the Northern Hemisphere begins to orient away from the sun, we have our autumn and winter seasons. The opposite is true for the Southern Hemisphere.

In the Northern Hemisphere, the Autumnal Equinox (a day when day and night are of equal length) occurs on or about September 21, marking the official start of autumn. Winter officially begins with the Winter Solstice, which occurs on or about December 22 of each year. This is also the shortest day of the year. The Vernal Equinox occurs on or about March 21, marking the first day of spring and another day and night of equal time. Summer officially begins on or about June 21, which is the longest day of the year and makes the Summer Solstice.

Additionally, it is often common for students to mix up seasons, months, and holidays. We want to help them begin to understand that the holidays occur in the months and that months occur in the seasons. This lesson plan can be used over the course of a school year,

covering one month's seasonal activities at a time, or as an inclusive unit completed over the course of several weeks.

Research Basis

Joshua, M., (2007). The Effects of Pictures and Prompts on the Writing of Students in Primary Grades: Action Research by Graduate Students at California State University, Northridge. *Action Teacher Education*. 29 (2) 80-93.

The researchers in this action research project wanted to examine the idea that when verbal writing prompts are accompanied by a coordinating picture, students will be more engaged in the process and therefore produce more writing containing more detail than the writing that they would produce without any visual aid. Quoting from the article, "Teachers can stimulate children to write by introducing children's literature and by relating writing to children's experiences. The teacher's role is to guide students in their topic development and to lead young writers to understand the purpose of the writing assignment and the intended audience." The researchers found that when the kindergarten students were given a verbal prompt and a visual aid, their writing quality and the number of words (and/or letters) both improved. Those at the earliest stage of emergent writing improved the most. This was particularly true for English Language Learners. Because of the limited experience of kindergarten students, visual aids appeared to provide concrete examples and therefore assisted them with their writing.

Furuness, L.B., Cohen, M.R. (1989). Children's Conception of the Seasons: A Comparison of Three Interview Techniques. *Presented at the Annual Meeting of the National Association for Research in Science Teaching*. San Francisco, CA. 2-11. ERIC.com

The authors of this paper studied and compiled research from several different sources. They discussed the idea that a child's thought process has two domains of knowledge labeled "life-world knowledge" (based on and developed from day-to-day experience) and "scientific knowledge" (created by school-centered teaching). A student's preconceived ideas of the world (e.g. the four seasons) will influence how he/she will assimilate the scientific concepts about the seasons that are taught in school. In order to successfully teach the student the correct ideas about the world around him/her (e.g., the seasons), educators must find a way to link the students existing ideas to the correct ones. Educators must take what the students already know (or what they think they know/assume) and build on it while simultaneously correcting any misconceptions.

Invitation to Learn

Provide the students with paper cutouts that represent the four seasons (e.g., a leaf for autumn, a snowflake for winter, a flower for spring, and a sun for summer.) Divide chart paper into four sections labeled autumn, winter, spring, and summer. Have each student choose which season is his/her favorite by placing a cutout in the corresponding section on the chart paper. Allow students to talk about why they chose the seasons that they did. Some students may say “fall” for “autumn.” Teach them that these words can be used interchangeably. Have students write in their classroom journals what their favorite season is and why. Write down some of their responses on chart paper for later reference.

Materials

- ☐ Seasonal cutouts
- ☐ Chart paper
- ☐ Journal
- ☐ Pencil



Instructional Procedures

Class Season Chart

1. Read *A Tree for All Seasons*. Discuss the different seasons that occur in the story and the different types of activities that were shown in the book.
2. Discuss with students the different months of the year and what months belongs to each season. Have students help decide what month belongs in what season. Pose questions about the months and the seasons. For example, July is a summer month. How does it vary from January, which is a winter month?
3. Create a Season Chart. Divide a piece of poster board into four equal sections. Label one section summer, one autumn, one spring, and one winter. In the appropriate section, write the months that fit in that season. For most of the Utah area, the weather seems to dictate that the months fit into the seasons in the following way: winter: December, January, February; spring: March, April, May; summer: June, July, August; autumn: September, October, and November. However, according to the official dates of the seasons (in accordance to summer and winter solstices and the vernal and autumnal equinox dates), it goes as follows: winter: January, February, March; spring: April, May, June; summer: July, August, September; and autumn: October, November, December. Because kindergarten students tend to follow the rule of “what you see is what you get,” you may want to adjust the months in the seasons for what works best for the area in which you teach. However, you should let your students know the first “official day” of each season.

Materials

- ☐ Poster Board
- ☐ *A Tree for All Seasons*



4. Teach students the *Seasons and Months* song (to the tune of *The Farmer in the Dell*):

Season and Months

In the summer it is hot

In the summer it is hot

June, July, and August

In the summer it is hot.

In autumn the leaves fall

In autumn the leaves fall

September, October, November

In autumn the leaves fall.

In the winter it is cold

In the winter it is cold

December, January, February

In the winter it is cold.

In spring new things grow

In spring new things grow

March, April, and May

In spring new things grow.

5. As a class, discuss the various attributes of each season and write several key seasonal words in each corresponding section on the Season Chart. For example, for summer, some words could be “hot,” “sunny,” “dry,” and “longer days.” For autumn some examples are, “cooler days”, “leaves changing colors,” and “harvest time.” Descriptive winter words could be “cold,” “snowy,” and “longer nights.” Examples for spring are “snow melting,” “new things growing,” “new buds and flowers.”
6. Keep the Season Chart for use with the Season Journals that the students will be making.

Season Journals

1. Read *Around the Year*. Lead a class discussion about the different types of activities that the children in the book participate in each month and what season it is.
2. Tell the students that they will be making a Season Journal about all the different months of the year and the types of seasonal activities that they can do each month.
3. Have students color the cover page of the *My Season Journal*.
4. Show students the *Tree Outline* page and the *Writing Page* for the *My Season Journal*. For each month, they will be adding their own drawings to the *Tree Outline* page. First, they will need to color/decorate the outline of the tree appropriately for that month's season (e.g. in July the tree has leaves). Then, they will need to draw pictures of themselves (and/or friends and family) by the tree doing appropriate seasonal activities for that month.
5. Show students the *Writing Page*. Explain that they will be able to write a sentence or two about each month. Then, all those pages for each month will go into a *My Season Journal* that they will be able to take home and share with their families. When writing the sentences, take the students' writing abilities into consideration. Students who are able to write with just a little help (or independently) should be encouraged to do so. However, those who need assistance should be allowed to participate in a class sentence about each month. For each month in the *My Season Journal*, class discussion should take place in order to decide what sentence(s) will be written for that month. For example, write down several sentence ideas and then, as a class, decide what will be written. Sound the words out as a class and discuss sentence structure. Students can write with the teacher or write independently. Always have students write the name of the month in the rectangular space on top of the *Writing Page*.
6. Following are some ideas for the *Tree Outline* for each month. There are some ideas of how to decorate the tree with a variety of objects. You do not need to follow those ideas, you can have the students just color the *Tree Outline* if you would like. If you do choose to use the additional items, remember to gather together any of the items that you will need to use. Adjust as needed with your class. Remember to discuss which months belong to each season (refer to Season Chart) and discuss appropriate seasonal activities.

Materials

- ☐ *Around the Year*
- ☐ *My Season Journal*
- ☐ *Tree Outline*
- ☐ *Writing Page*
- ☐ Any of the materials that you may want to use in the Season Journals



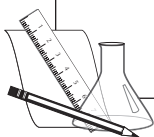
- a. January—winter. The tree is dormant. There is snow on the ground and some piled in the tree. Use cotton balls for the snow. Students can draw a picture of themselves building a snowman, sledding, ice-skating, etc.
- b. February—winter. There is still snow on the ground. Use white paint for the snow. Draw a bird feeder on the tree and discuss helping animals during the winter. Students can draw a picture of themselves putting the bird feeder on the tree. You can make pinecone birdfeeders (see Instructional Procedure number 9) as a class for the students to take home and hang on trees in their own yards.
- c. March—spring. Maybe a patch or two of snow is left, but it is mostly gone. There are some leaf buds just starting to form on the tree. Use dried split peas for the buds. Students can draw a picture of themselves flying a kite.
- d. April—spring. There are now blossoms on the tree as well as small green leaves. Use tissue paper for the blossoms and the leaves. Flower-shaped beads could also be used. Students can draw a picture of themselves having an egg hunt.
- e. May—spring. Leaves are bigger now. Birds are building a nest in the tree. There are flowers growing by the side of the tree. Students can draw pictures of themselves picking the flowers. Use watercolors to paint the flowers.
- f. June—summer. There are baby birds in the nest in the tree. The parent birds are flying around. The leaves on the tree are now a dark green. Use green-colored masking tape, green foam, or green felt for the leaves. Students can draw a picture of themselves blowing bubbles.
- g. July—summer. There are still dark green leaves on the tree. The baby birds are flying, too. Students can draw pictures of themselves playing with sparklers or watching fireworks. Use glitter glue for the sparklers and fireworks.
- h. August—summer. Most of the leaves on the tree are still green, but there are a few that are changing color. Students can draw pictures of themselves watching the clouds. Use colored pencils or markers for the intense autumn colors.
- i. September—autumn. Most of the leaves on the tree are now red, orange, or yellow. A few have started to fall to the ground. Tear pieces of colored paper as leaves. Students can draw pictures of themselves catching the bus to school.
- j. October—autumn. Most of the leaves are on the ground. Some may be in piles. Students can draw pictures of

- themselves raking leaves or in their Halloween costumes. Sponge paint or watercolor the leaves.
- k. November—autumn. There are no leaves left on the tree. There is a light dusting of snow or frost on the ground. Use boiled Epsom salt to create the frosty effect (see Instructional Procedure number 9). Students can draw their families driving to Grandma’s house for Thanksgiving.
 - l. December—winter. Snow on the ground. Use sequins (or colored wrapping paper) and green string to decorate the tree with colored lights. Students can draw pictures of themselves caroling.
7. Here are some ideas for sentences for each month:
- a. In January it is cold and snowy. We dress warmly to play in the snow.
 - b. It is still cold in February. We can make birdfeeders to help feed the birds.
 - c. Spring starts in March. The snow starts to melt and there are buds on the trees.
 - d. Soon blossoms will begin to grow on the tree in April.
 - e. In May, the flowers are starting to grow. Everything is new and green.
 - f. In June there are lots of leaves on the trees. It is starting to get warm.
 - g. In July it is hot and sunny. We can play outside. We can watch the fireworks.
 - h. It is still sunny in August. A few of the leaves are beginning to change color.
 - i. In September, lots of leaves are changing color. We get to go back to school.
 - j. In October, it is starting to get chilly. We need to dress warmly to go trick-or-treating.
 - k. In November there is often frost on the ground.
 - l. In December it snows. We can decorate for the holidays.
8. When all the pages are finished, assemble each child’s pages into his/her Season Journal. Read the Journals with the class before sending the Journals home for the students to enjoy with their families.

9. Directions for Additional Activities in Instructional Procedure number 6:
 - a. Pinecone Birdfeeder: Have a pinecone available for each student. Tie about 8 to 12 inches of yarn or ribbon to the pinecone. Mix equal parts vegetable shortening, peanut butter, and oatmeal (or cornmeal) together. Spread the mixture over each pinecone. Roll pinecone in birdseed. Hang on a tree for the birds to enjoy. If students have peanut allergies, you can eliminate the peanut butter and just use the shortening.
 - b. Epsom Salt Painting: Boil together equal parts Epsom salt and water. Use it to “paint over” any dark paper or coloring. As it dries, it will leave a frosty look. You can also “paint” over the picture with water or watercolors and then sprinkle it with table salt.
10. Ask students again what their favorite season is and why. Have them write again in their classroom journals about their favorite season. Refer back to their responses that you wrote down earlier and see if their opinions about the seasons have changed now that they have learned more about the seasons.

Materials

- ☐ 12 gift bags
- ☐ *Holiday Pictures*
- ☐ 4 seasons boxes



Seasons vs. Months vs. Holidays

1. Have a set of the *Holiday Pictures* colored and laminated and ready to use. The bags should be sized so that three of them can fit into each box. Lunch bag sized works well. Clear 15 quart storage containers work well.
2. Show students the 12 bags labeled with the names of the months. Have the students help you arrange the bags in calendar order.
3. Ask students to tell you about their favorite holidays. What time of year contains their favorite holiday in?
4. Have students help you sort the *Holiday Pictures* into the correct coordinating month bag. If appropriate, review what you have already taught the students about each holiday as the students place the pictures into the bags.
5. Once all of the *Holiday Pictures* are in the correct month bags, refer back to the Season Chart and have students help you place the month bags into the correct boxes with the season names on them.
6. Review with students which holidays are in which months and which seasons.

Assessment Suggestions

- Observe and check students' writing and drawings for developmentally appropriate work.
- Check students' work to see that the activities that they drew for each month correspond with the season.
- Read students' responses that they write in their classroom journals. Check for developmentally appropriate writing skills.

Curriculum Extensions/Adaptations/Integration

- Encourage students to write additional sentences for each month independently.
- Have students read their Season Journals to each other or peer tutor buddies.

Family Connections

- Ask parents to read over the Season Journals with their students and think of additional seasonal activities that they could do for each month.
- Encourage students to do some of the activities that they wrote about with their families.

Additional Resources

Books

A Busy Year, by Leo Lionni; ISBN 0-590-47273-9

A Tree for all Seasons (National Geographic) by Robin Bernard; ISBN 0-7922-9435-1

A Time to Keep, by Tasha Tudor; ISBN 0689811624

Around the Year, by Tasha Tudor; ISBN 0689873506

Caps, Hats, Socks, and Mittens: A Book about the Four Seasons, by Louise Borden; ISBN 0-590-44872-2

Four Puppies, by Anne Heathers; ISBN 0-307-59753-9

I Can Read About Seasons, by Robyn Supraner; ISBN 0-8167-4719-9

Let's Look at the Seasons: Summertime, by Ann Schweninger; ISBN 0-590-616746-X

My Favorite Time of Year, by Susan Pearson; ISBN 0-590-46353-5

Science Around the Year, by Janice VanCleave; ISBN 0-439-27535-0

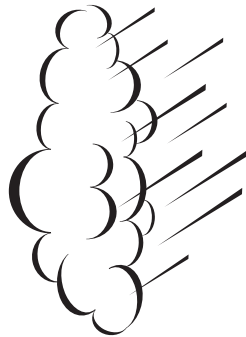
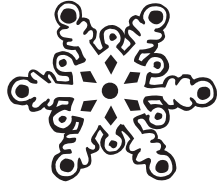
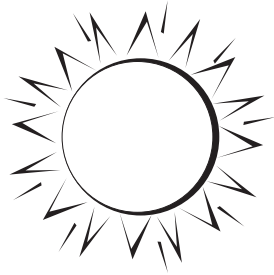
Season Song, by Marcy Barack; ISBN 0-439-50323-X

Web sites

<http://www.csep10.phys.utk.edu/astr161/lect/time/seasons.html>

<http://www.enchantedlearning.com>

<http://hometown.aol.com/sail2957> (Kids Craft Recipe Factory)



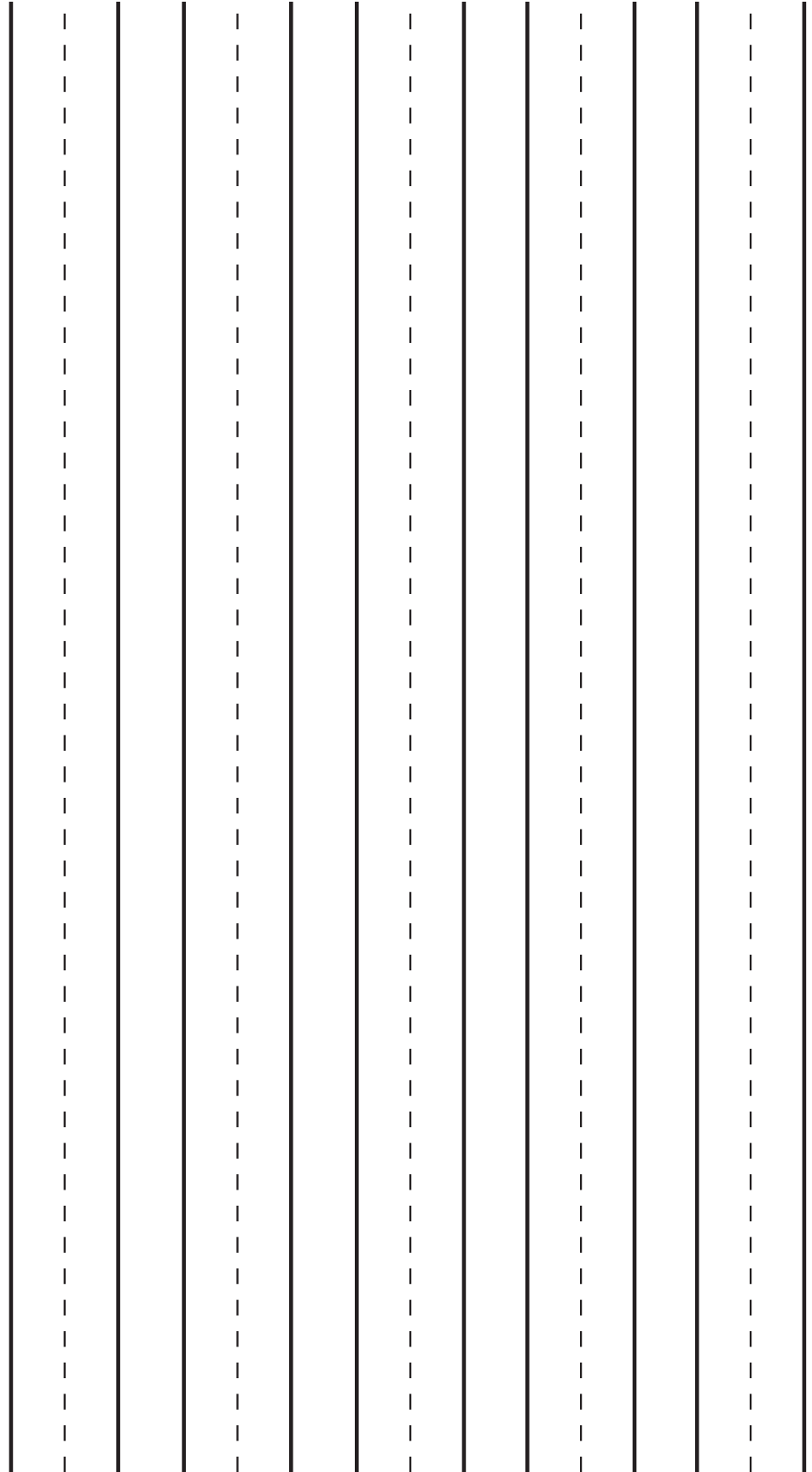
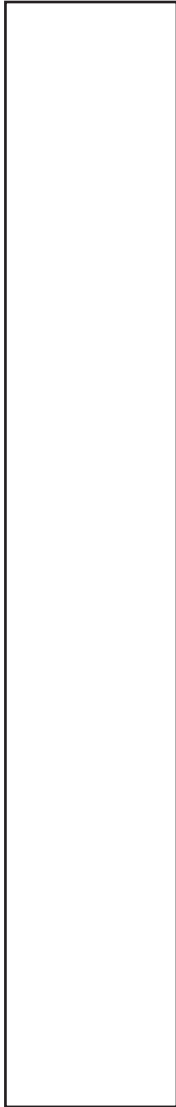
My Season Journal

By _____

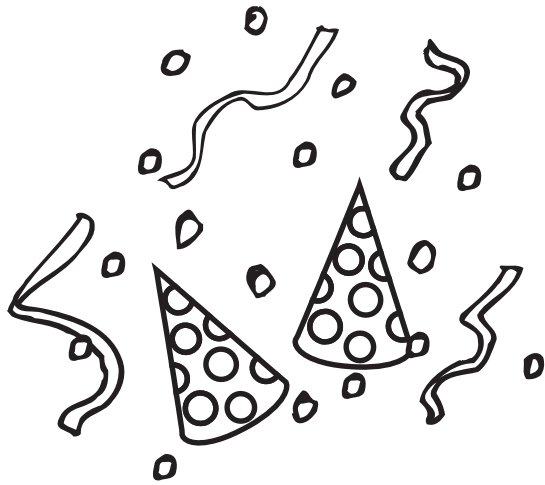
Tree Outline



Writing Page



Holiday Pictures



New Year's Day



Martin Luther King Jr. Day

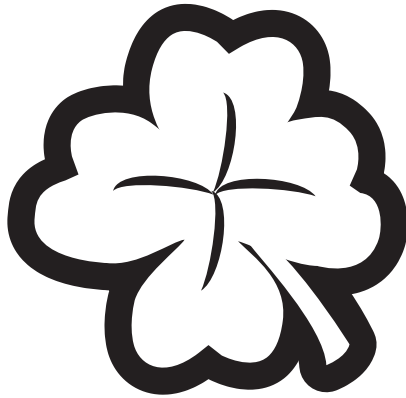


Ground Hog Day

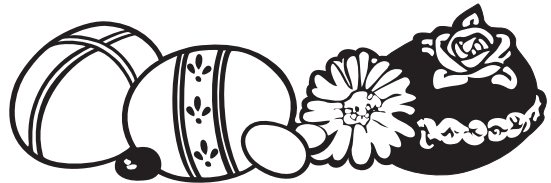


Presidents' Day

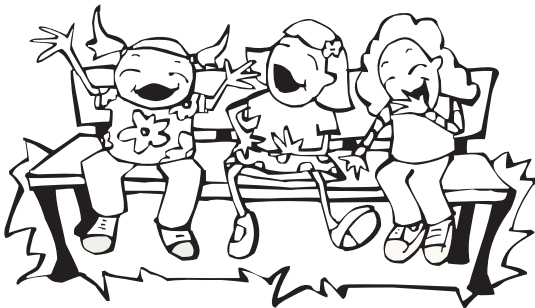
Holiday Pictures



St. Patrick's Day



Easter

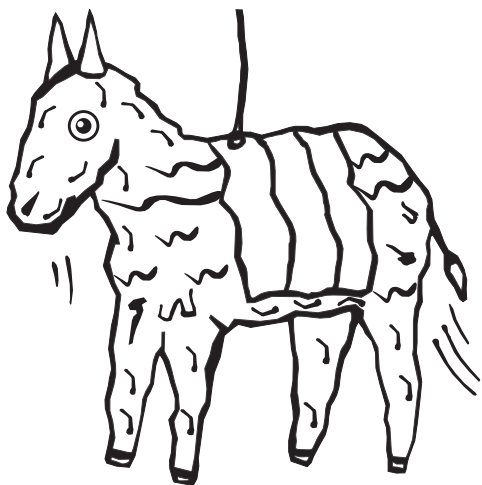


April Fool's Day



Earth Day

Holiday Pictures



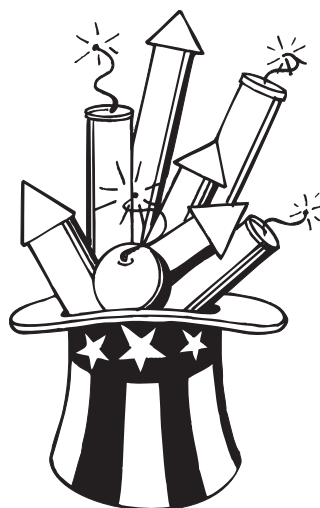
Cinco De Mayo



Mother's Day

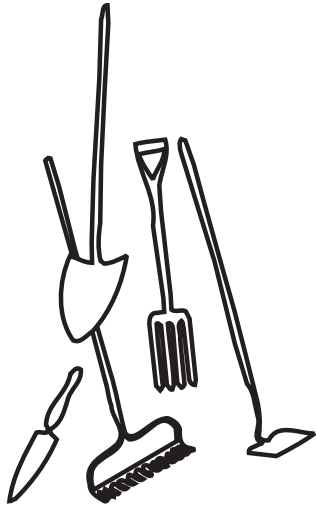


Father's Day

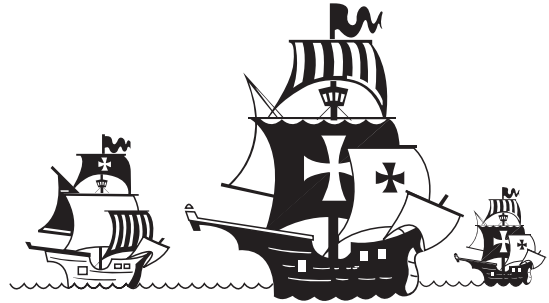


Independence Day

Holiday Pictures



Labor Day



Columbus Day



Halloween



Veterans' Day

Holiday Pictures



Thanksgiving Day



Chanukah



Christmas



Kwanzaa

Holiday Pictures

Experiencing the Weather

Content Standard III

Objective 1

Connections

Standard III:

Students will develop an understanding of their environment.

Objective 1:

Investigate changes in the seasons.

Intended Learning Outcomes:

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.

Content Connections:

Language Arts I-1; Following directions.
Language Arts VIII-2; Make a book.

Background Information

We want to make sure that we give our students correct information about what causes weather. Due to their developmental age, kindergarten students have limited abilities to understand complex ideas and theories about the weather. As early childhood educators, we need to find a way to make the concepts of weather more tangible so that our students can begin to comprehend the world around them. Remember that “weather” is the condition of the air and the atmosphere at one place at one time while “climate” is the usual weather for an area at a given time of year.

The air around Earth creates the weather. The layer of Earth’s atmosphere that is closest to Earth is called the troposphere. The troposphere is where the weather forms. The sun heats Earth’s surface unevenly. Areas around the equator are warmer than areas near the polar regions. Air moves based on high and low pressure areas. The moving air creates the winds, which, in combination with the water cycle, creates the weather. Air moves mostly in large blocks called air masses. Depending on where the air mass forms and which direction it moves, it brings with it different weather. Cold, dry air masses that form over cold land areas tend to move towards Earth’s equator. These air masses usually mean clear, dry weather. Cold and moist air masses form over the cold ocean waters. As they move towards the equator, they usually bring rain or snow with them. Warm and dry air masses form over tropical land and tend to move away from the equator. They frequently bring in hot, dry weather. Warm, moist air masses that form over warm ocean waters also have a tendency to move away from the equator. These air masses typically mean clouds and/or rain showers.

Here are some quick explanations of some of the types of weather that the students will be learning about. Naturally, there is more to it than these quick explanations, and there are many factors that affect the weather. However, these explanations should suffice for most kindergarten lessons.

Clouds: Clouds are formed from tiny droplets of water or ice crystals. As water vapor rises in the air, it cools and condenses into the droplets. A cloud is formed when there is enough water vapor that has condensed into billions of droplets or ice crystals. The varying shapes of clouds are due to the fact that clouds are formed in a variety of ways depending on air temperature and the amount of moisture in the cloud. Different types of clouds are indicative of different types of weather.

Fog: Fog is also made up of tiny droplets of water like clouds. However, fog is formed at ground level while clouds are formed higher in the sky. Fog occurs when there is calm weather during a cool night when the ground or a body of water is also cold. Because of the cool air and cold ground, water vapor in the air condenses into the tiny droplets of water near the ground (or over a body of water). The droplets of water are so small that it takes about seven trillion of them to fill one tablespoon of water.

Rain: As the sun warms bodies of water on Earth, some of the water evaporates into water vapor. This water vapor rises into the atmosphere and forms clouds as it cools down into tiny water droplets. As the water droplets bunch together, they become larger. Once the droplets become too heavy, they fall to Earth, usually as rain. There is a tiny bit of dust at the center of each raindrop because the water vapor condenses around specks of dust.

Snow: Snow is made up of ice crystals that develop when it is too cold for rain to form. When the temperature is cold enough, the water vapor in the clouds condenses into ice crystals instead of water droplets. If the temperature of the air that the ice crystals fall through remains cold enough, the crystals hit the ground as snow. Each snowflake is unique because it is formed from thousands of the ice crystals that have joined together in a unique way.

Lightning and Thunder: Lightning is formed as droplets of water or ice in cumulonimbus clouds bump and rub against each other, creating tiny electrical particles. When the charge from this bumping and rubbing becomes large enough, it creates lightning. Lightning bolts can jump between the clouds and the ground or between several clouds. Lightning in turn creates the thunder. The loud noise of thunder comes from the heat of the lightning. The sudden burst of

heat that comes with the lightning makes a powerful explosion. The sudden movement of air is what we hear as thunder.

Wind: Wind is simply moving air. As air gets warmer, it rises and colder air moves in to take its place. As the colder air warms, it also begins to rise. However, now the warmer air that moved first has cooled and moved back down. It is the exchange of cold and warm air that creates the wind. Another way to look at it is that wind is created when air flows from an area of high pressure to an area with low pressure. If there is a big difference in the high and low pressure, it creates a strong wind. If there is only a small difference in the pressure, then the result is more of a light breeze.

Rainbow: While not a type of weather in and of itself, a rainbow can be the end result of a rainstorm. Rainbows are formed when the sun comes out after a morning or evening rainstorm. You can only see a rainbow when the sun is behind you. While it looks white, (sun)light is really made up of the whole spectrum of colors. When the sun's rays hit the tiny drops of water that are in the sky after a rain shower, the drops break up the light into the colors of the rainbow. Frequently, there are 2 rainbows that appear. There is an inner bow that is usually easier to see (the primary bow) and its "double" that tends to be paler (the secondary bow). The colors are always the same red, orange, yellow, green, blue, indigo and violet, with the colors going in reverse order in the secondary bow due to a double reflection in the raindrops.

Research Basis

Bredenkamp, S. & Copple, C., (eds.) (1997) Developmentally Appropriate Practices in Early Childhood Programs (rev. ed). Washington DC: *National Association for the Education of Young Children*. 112, 114, 115

By kindergarten, young children have developed the ability to mentally and symbolically represent concrete objects, actions, and events. Students at this age have (or are developing) the ability to make a plan and then carry it out. Because of this ability, their activities can become more purposeful and goal-oriented. This can be applied to their understanding of science experiments. Kindergarteners can take a guess and then (sometimes with guided direction) figure out what is happening. Kindergarteners are more likely to comprehend and remember those new ideas when given the opportunity to experience new concepts, strategies, and relationships between objects, in a hands-on setting. We need to remember that although young children may have age-appropriate limits to their cognitive capabilities, they do have a vast ability to learn, think, reason, remember, and problem solve.

Church, E.B. (2003). Scientific Thinking: Step by Step. *Scholastic Early Childhood Today*. 4/2003. 35-37

There are several different skills that early childhood students should learn in order to understand scientific thinking. These include the abilities to observe, compare, sort and organize, predict, experiment, evaluate, and apply. When we give our students the opportunity to practice building these skills, we are helping them to learn process skills for understanding science as well as other subjects.

Observation is the process of looking closely without much actual doing. Kindergarteners often want to start the experiment right away. We should remind students that using observation is an important step in experiments. When students are encouraged to **compare**, they can begin to move beyond talking about what they noticed about an item and instead talk about relationships between items. **Sorting and organizing** is the processes of putting items together by recognizable traits. Students' should be encouraged to match, group, and organize items in many different ways. In this way, they begin to understand that some objects can belong to more than one group. When students are encouraged to **predict**, they practice building questioning and speculating skills. Students learn to use prior knowledge and information gained from observation, comparing, and sorting to make the best guess that they can as to what may or may not happen in a science experiment. Student's prediction skills will get better and better with experience. During an **experiment**, students can test their predictions and try out their ideas. Students need to be given ample time and provided with plenty of materials to experiment. One way for students to **evaluate** is by letting them take their concrete experience and communicate their findings to others. They can do this verbally or be given the opportunity to write it down in journals. They can also abstractly represent their finds through graphs, drawings, and charts. The last skill is for students to learn how to **apply** what they learned to other experiments. Students can be given new materials and new questions to answer. This is also a good time for open-ended questions.

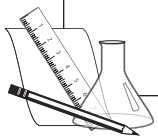
Invitation to Learn

Tell the students that they get to be scientists. As a class, they will be conducting a number of science experiments as they learn about the weather. In addition, they will have the chance to make a science book about the weather. Because it is a science book, they will need to make sure that they do their best work and make it "real". Show some examples of science-type books if needed.

Instructional Procedures

Materials

- ☐ *What Will the Weather be Like Today?*
- ☐ *My Weather Book*
- ☐ Prism, flashlight
- ☐ Construction paper
- ☐ Crayons
- ☐ Wax-coated Sand
- ☐ Cotton Balls
- ☐ Water bottle
- ☐ Hot water
- ☐ Ice cubes
- ☐ Wax paper
- ☐ Aluminum foil
- ☐ Fake snow
- ☐ Hot plate
- ☐ Pot of water
- ☐ Pie tin
- ☐ Bubble solution
- ☐ Bubble wands
- ☐ Paper fan
- ☐ *Windmill Outline*
- ☐ Brads
- ☐ Fluorescent light bulb
- ☐ Rubber balloon
- ☐ Paper sack



1. For each page in the weather book that the students will be making, talk about the different properties of each type of weather. Do the coordinating science experiment or sand and water activity. Through each experiment, ask students questions about what is happening and have them explain it in their own words. Demonstrate to the students how to create each page. Always discuss with your students the different types of activities that the students can do in each type of weather (e.g., fly a kite when it is windy). Discuss safe behavior for each type of weather. Collect the pages as students finish each one and compile all pages together in book form.
2. *My Weather Book*—Cover page with rainbow. Discuss how the cover of a book always has the title, the author's name, and the illustrator's name. Because the students will be writing the book and doing the illustrations, just their name will be on the cover. Explain to students how rainbows are formed. Ask students to very carefully color the rainbow in the correct rainbow color order. Have them write their names on the cover.

Teacher-Directed Coordinating Science Experiment: Show the students a prism and ask them to imagine that the prism is a raindrop. Use a flashlight to represent the sun. Dim the lights in the classroom. Shine the flashlight through the prism and find the resulting rainbow.

3. *Sunny and Warm*—Discuss with the students all of the different activities that they can do when the weather is warm and sunny. Some ideas are: bike riding, swimming, hiking, visiting the playground, going to the beach, etc. Make sure to explain that it can be sunny and cold, like in the winter, but for this page in the Weather Book that they are making they are focusing on warm and sunny weather. Using the light blue construction paper and construction paper crayons, have student draw a picture of themselves doing one of the activities that the class discussed. Have students label the page "Sunny and Warm".

Coordinating Sand and Water Table Activity: Put wax-coated sand (such as Delta Sand or Moon Sand) in the sand and water table and have the students pretend that they are at the beach by building sandcastles, etc.

4. *Clouds*—Discuss with the students how clouds are formed. Have students break up cotton balls so they appear cloud-like

and glue them onto blue construction paper. Have students label the page “Cloudy”.

Teacher Directed Coordinating Science Experiment: Fill a clear plastic water bottle with very hot water. Let it sit for about five minutes to make sure that the bottle gets warm as well. Pour out about half of the water. Place an ice cube on the opening of the bottle. Put the bottle in front of a sheet of black construction paper. Watch for the formation of “clouds” on the inside of the bottle’s surface. Ask students to help you explain what happened (the evaporated water rose up and then cooled down and condensed into the water droplets that created the “cloud” in the bottle).

5. Fog—Discuss with students how fog is formed. Remind them that it is like having a cloud near the ground. Have student draw a picture on the light gray construction paper with construction paper crayons of either a car with its lights on or the seashore with a lighthouse. Label picture “Foggy”. Have students tear strips of wax paper and glue the strips over their pictures to represent fog. Remind students of the experiment that you did for clouds and how it is similar to fog.
6. Rain—Teach students about the water cycle and why it rains. Using the light gray paper, have student draw dark rain clouds. Give students a small piece of aluminum foil. Have them cut raindrop-shaped pieces of foil and glue the pieces under the rain clouds that they drew. Label page “Rainy.”

Teacher Directed Coordinating Science Experiment: Tell students that you are going to make it rain (just a little) in the classroom. They will need to use their imaginations. Show students the hot plate, the pot of water, and the pie dish that is filled with ice. The hot plate represents the sun. The pot of water represents a lake, an ocean, a stream, or a puddle. The pie dish filled with ice represents the cold clouds. Start heating the pot of water on the hot plate (remember not to let students get too close). As the steam starts to rise, explain to students that this is the evaporated water (or water vapor) that goes up into the sky and forms the clouds. Place the pie dish over the pot of boiling water. In a few moments, show students how the water is condensing on the bottom of the dish. Explain that as water vapor cools down in the clouds it condenses back into drops of water. As more steam condenses on the bottom of the pie dish, the droplets will get larger and heavier and soon will fall off the pie dish as “raindrops”. Show students as this

happens. Explain that the water cycle happens over and over again.

7. Snow—Explain to students how snow is formed the same way as rain, except it is frozen. Have students tear small pieces of the white construction paper to create a snow picture on the blue construction paper. They may draw pictures of themselves in the picture as well. Possibilities for pictures include building a snowman, sledding, skiing, ice-skating, etc. They have to tear the white paper to make the snowman, snowflakes, and piles of snow. Have students label their picture “Snowy”.

Coordinating Sand and Water Table Activity: Put mixed up fake snow (such as Super Snow or Insta Sno) in the sand and water table for students to play with.

8. Wind—Explain to students how wind is formed. Remember to tell them that while we cannot actually see the wind, we can see what the wind does. For example, we can see how the wind bends the branches of trees and how it helps us fly a kite. But the actual wind itself cannot be seen. Show students the *Windmill Outline* and brad and demonstrate how to assemble it. Have students glue the windmill building on a piece of blue construction paper and attach the blade with a brad so it will spin around. Label page “Windy.”

Coordinating Sand and Water Table Activity: Fill sand and water table with bubble solution. Provide students with bubble wands of varying sizes. As they blow bubbles, ask them to pay attention to which way they blow the bubbles. Their blowing is similar to the wind; the direction in which they blow causes the bubbles to go different directions. Use a small hand-held fan or paper fan to redirect the direction of the bubbles as the wind would.

9. Lightning and Thunder—Explain how lightning and thunder are formed. Clarify that you see lightning but you hear thunder. Discuss with students how to be safe during a violent storm. Search the Internet for lightning pictures or video clips to show the students. Have students draw a picture of their house with a thunder and lightning storm on black construction paper. Use the construction paper crayons or dark paper colored pencils for intense colors. Label paper “Lightning and Thunder.”

Teacher-Directed Coordinating Science Experiments: To make “lightning” in your classroom, turn off the lights in the classroom. Rub a blown-up balloon on your hair for a few

seconds. Hold the balloon near the end of a fluorescent light bulb. The light bulb will briefly illuminate. Why? Once you have rubbed the balloon on your hair, the balloon gets an electrical charge on it. When the balloon touches the end of the light bulb, the charge jumps from the balloon to the bulb. That is what illuminates the light bulb. Lightning is an electrical discharge in a thunderstorm. When the voltage becomes strong enough, the electricity leaps across the air from one place to another, and we see lightning. To make “thunder” in your classroom, blow up a paper sack. Twist the end tight and hold it in one hand. Use your free hand to quickly hit the bottom of the sack. The sack will burst with a loud “pop”. Remember that when lightning strikes, it heats the air around it. The hot air expands and produces waves of air that make the loud sound. Similarly, hitting the blown up sack causes the air inside the bag to compress so fast that the pressure breaks the bag. The air in the bag rushes out and pushes the air around the outside of the bag away, resulting in the “popping” sound that you hear.

10. Collect and assemble all of the students’ pages into book form for them to take home and enjoy with their families.

Assessment Suggestions

- Check students’ weather books for understanding of each weather concept.
- Have students verbally explain to you about each weather concept.
- As students are participating in each experiment, question them for understanding.

Curriculum Extensions/Adaptations/Integration

- Add extra pages to the weather book about weather that we may not experience as much in Utah, (e.g., tornado, hurricane, etc).
- Invite students to read their books to peer reading buddies, parent volunteers, other school personnel, or a sibling’s teacher.
- Assemble a book of photos of students playing, in different weather. Show safe things to do in different types of weather, such as what to do during lightning storms.

- Have students write in their classroom journals about different types of weather.

Family Connections

- Ask students to read their books to their families.
- Ask students to look with their families on-line, in newspapers, or in magazines for pictures relating to the weather.

Additional Resources

Books

Can it Rain Cats and Dogs?: Questions and Answers about Weather, by Melvin and Gilda Berger; ISBN 0-590-13083-8

Franklin and the Thunderstorm, by Paulette Bourgeois; ISBN 0-590-02635-6

Scholastic Atlas of Weather, by QA International; ISBN 0-439-67865-X

Scholastic Science Emergent Readers: Sun, by Susan Canizars; ISBN 0-590-10731-3

Scholastic Science Emergent Readers: Water, by Susan Canizars; ISBN 0-590-10727-5

Scholastic Science Emergent Readers: Weather, by Pamela Chanko; ISBN 0-590-10730-5

Scholastic Science Emergent Readers: Wind, by Susan Canizars; ISBN 0-590-10726-7

Scholastic Science Readers: Thunder and Lightning, by Wendy Pfeffer; ISBN 0-439-26988-1

Scholastic Science Readers: Tornadoes, by Brian Cassie; ISBN 0-439-26990-3

Snow? Let's Go!, by Karen Berman Nagel; ISBN 0-439-09906-4

Super Storms, by Seymour Simon; ISBN 0-439-46685-7

The Best Book of Weather, by Simon Adams; ISBN 0-7534-5584-6

The Magic School Bus Kicks up a Storm, by Joanna Cole and Bruce Degan; ISBN 0-439-10275-8

Weather: A National Geographic Action Book, by Tom Kierein; ISBN 0-7922-2782-4

Weather Words and What They Mean, by Gail Gibbons; ISBN 0-590-44408-5

Welcome Books: Cold Days, by Jennifer S. Burke; ISBN 0-516-23870-1

Welcome Books: Rainy Days, by Jennifer S. Burke; ISBN 0-516-23869-8

Welcome Books: Windy Days, by Jennifer S. Burke; ISBN 0-516-23868-X

What Will the Weather be Like Today?, by Paul Rogers; ISBN 0-590-72617-X

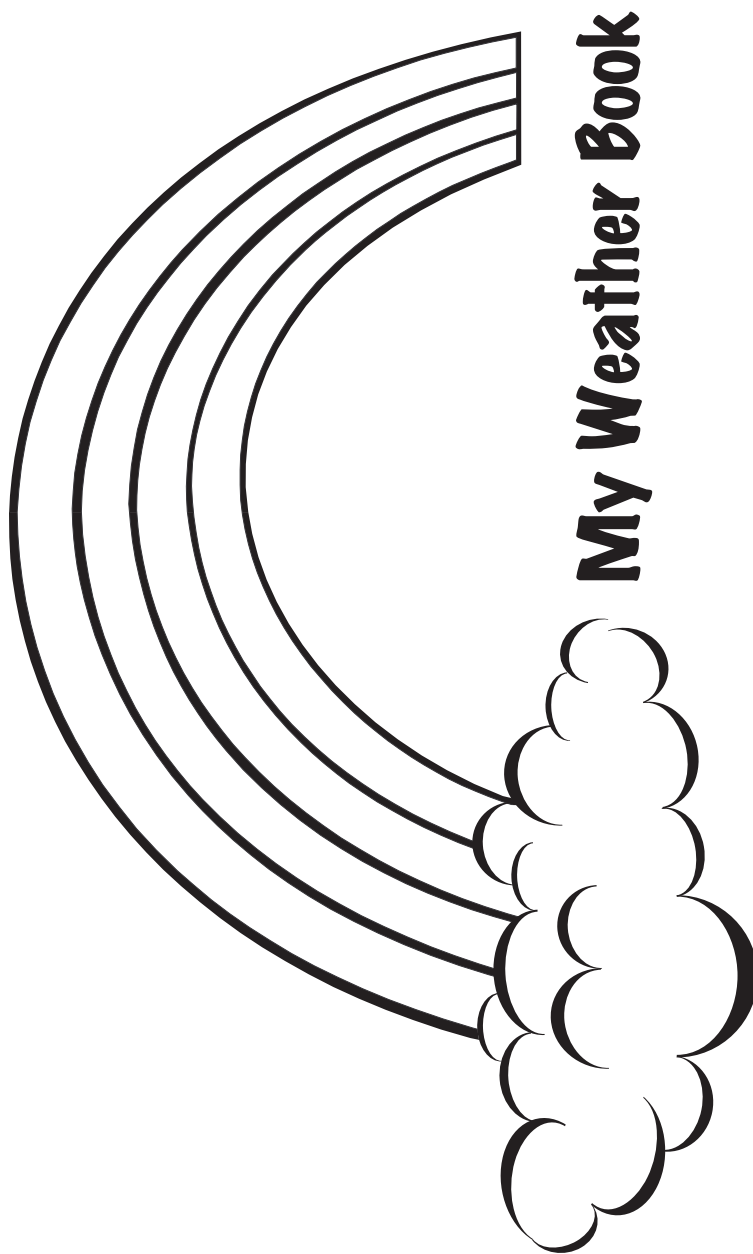
World Book Encyclopedia, by Field Enterprises Educational Corporation; ISBN 0-7166-0073-0

Web sites

<http://www.WeatherBug.com>

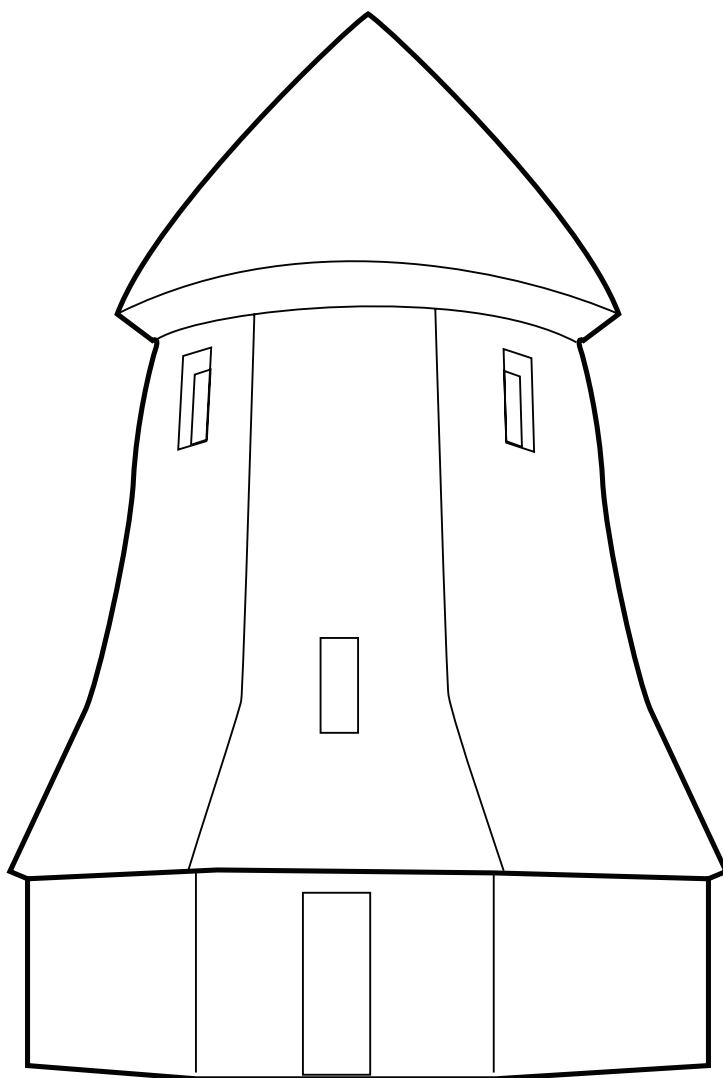
<http://science.howstuffworks.com>

<http://www.weatherwizkids.com>



By _____

Windmill Outline



Windmill Blade

